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AUTHOR Hayes, Lucille G.; Richardson, Beryl T.
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ABSTRACT

Over 12,000 public school children, the great majority enrolled in kindergarten or first grade, participated in the New Orleans program. Two hundred and one teacher aides were paid from Title I funds under this program. This document contains the forms required by the government for the program evaluation and the responses to evaluative questionnaires. The majority of principals and teachers indicated that the teacher aide services provided teachers with more time for individualized instruction, especially for slow learners; provided use of a greater variety and quality of instructional materials with the below-average achievers; and afforded teachers more time for professional duties. Generally, both principals and teachers considered the direct services of teacher aides to pupils, or those activities requiring direct contacts with pupils, to be as valuable as the services rendered by aides in the areas of routine tasks, classroom organization, and clerical duties. (Author)

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ED 077086

EVALUATION OF THE TEACHER AIDE PROGRAM

for the

Louisiana State Depertment of Education Report:
Annual Evaluation Instrument of Programs for Educationally Deprived Children

Funded Under ESEA - Title I
1969-1970

Prepared by

Mrs. Lucille G. Hayes
Project Supervisor

Mrs. Beryl T. Richardson
Coordinator for In-Service

NEW ORLEANS PUBLIC SCHOOLS

EA 004 960

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PART A ---------- General Information

ENDING JUNE 30, 1970
ESEA P. L. 89-10

TERM ONLY

PART A - GENERAL INFORMATION

1. IDENTIFICATION OF REPORTING LOCAL EDUCATION AGENCY

1.	Legal Name of Agency	Compensatory Education Project Teacher Aide
2.	Street Address	703 Carondelet Street
3.	City or Town	New Orleans
4.	Parish	Orleans
5.	State and Zip Code	Louisiana 70130
6.	Typed name and title of Authorized Agency Representative	
7.	Signature	
8.	Date Signed	
9.	Telephone	
10.	Project Number	28-70023-36-36-1

2. SCHOOL AGE CHILDREN RESIDING IN AGENCY'S DISTRICT

Membership Status	Public		Private		Total
	Elem.	Second.	Elem.	Second.	
1. Total Number Children residing in Agency's District					
2. Total Number in School	12,179				12,179
3. Not in Membership in any School but eligible for enrollment					
a. Dropouts					
b. Migrants					
4. Number Children from Low-income families					
5. Total No. Children participating in Title I					

3. ESTIMATED NUMBER, PERCENTAGE OF DROPOUTS

	Public School	Private School	Total
Number			
Percentage			

NAME OF LEA Teacher Aide

TERM ONLY

4. ESTIMATED NUMBER OF HANDICAPPED CHILDREN BY MAJOR HANDICAP WHO PARTICIPATED IN TITLE I

1.	Mentally retarded	_____
2.	Hard of hearing	_____
3.	Deaf	_____
4.	Speech impaired	_____
5.	Crippled	_____
6.	Visually handicapped	_____
7.	Seriously emotionally disturbed	_____
8.	Other health impaired (specify)	_____
	Total	_____

5. ESTIMATED NUMBER OF RESIDENT CHILDREN BY RACE, WHO PARTICIPATED IN TITLE I.

1.	White	_____
2.	Negro	_____
3.	American Indian	_____
4.	Oriental	_____
5.	Puerto Rican	_____
6.	Mexican American	_____
7.	Other (specify)	_____
	Total	_____

6. LOCATION OF ACTIVITIES

Location	No. of children participating		
	Public School	Private School	Total
1. Public School Premises	12,179		12,179
2. Private School Premises			
3. Total	12,179		12,179

7. NUMBER OF VOLUNTEERS IN TITLE I PROGRAMS

Parents	Other Adults	Youth (18 & under)	Total

8. TOTAL PERSONNEL PAID FROM TITLE I FUNDS 213

NAME OF LEA Teacher Aide

TERM ONLY

9. NUMBER OF STAFF MEMBERS RECEIVING IN-SERVICE EDUCATION FUNDED BY TITLE I.

Activity Assignment	Total No. Staff Members	Average No. Training Hours
1. Teachers	368	5 hrs.
2. Teachers' Aides	12	10 hrs.
3. Other Professionals	73	5 hrs.
4. All other non-professionals	0	0
Total	453	20 hrs.

10. SCHOOLS IN AGENCY'S DISTRICT

	Public		Private		
	Elem.	Second.	Elem.	Second.	Total
1. Total Number of Schools	66				66
2. Schools with any Participants					
3. Number of Title I Schools	66				66

11. SPECIAL EDUCATION PROVIDED BY TITLE I

1. Total No. of Classes _____
2. Total No. of Participants _____
3. Total Cost $_____

12. ENROLLMENT AND ATTENDANCE

1. Total ADM _____
2. Total ADA _____

13. NUMBER OF PROJECT ACTIVITIES IN OPERATION FOR FALL AND SPRING SEMESTERS 1

Duration of project (s) X Regular Term ____ Summer Term ____ Both

14. NUMBER OF CHILDREN FROM INSTITUTIONS

Grade	Neglected		Delinquent		Total
	Public	Private	Public	Private	
1. Pre-K, K					
2. 1-6					
3. 7-12					
4. Total					

15. TOTAL TITLE I ALLOCATION FY 1970 $ 404,099

NAME OF LEA Teacher Aide

K

TERM ONLY

16. ESTIMATED EXPENDITURES FOR FY 70 REGULAR TERM PROGRAM (Round to nearest dollar)

Expenditure Accounts	Salaries	Contracted Services	Other Expenses	Estimated Total Amount
1. Administration	$ 22,954			$22,954
2. Instruction	342,270			342,270
3. Attendance Services				
4. Health Services				
5. Pupil Transportation				
6. Operation of Plant				
7. Maintenance of Plant				
8. Fixed Charges				
9. Food Services				
10. Student Body Activities				
11. Community Services				
12. Sites				
13. Buildings				
14. Remodeling				
15. Equipment for Instruction				
16. All other Equipment				
17. Grand Total	$365,224			$365,224

17. EXPENDITURES FOR PROGRAM ACTIVITIES OF REGULAR SCHOOL TERM (Round to nearest dollar)

1.	Total expenditures for instructional activities	$ 365,224
2.	Total expenditures for service activities	$
3.	Staff in-service education cost	$ 540
4.	Total expenditures for program activity of Regular School Year (Sum of line 1-3)	$ 365,764

18. AVERAGE PER PUPIL EXPENDITURE (SCHOOL YEAR 1969-70) FISCAL YEAR ENDING 6/30/70

1.	Non-Federal Funds	$
2.	Federal Funds	$ 33.18

NAME OF LEA Teacher Aide

PART B ---------- Pupil Information,
Staff Personnel, and
Private School Participants

PART B- Pupil and Staff Personnel - Regular Session 1969-70

K TERM ONLY

1. Children actually participating in the Title I projects 5/25/70 (unduplicated count)

See attached sheets (5A-5C).

Grade	Public School Children	Private School Children	Number of Children Not Enrolled in Any School at the Beginning of Title I Projects	Total
	Number of Students	Number of Students		Number of Students
Pre-Kindergarten				
Kindergarten	4,063	0	0	4,063
1	7,866	0	0	7,866
2	82	0	0	82
3	25	0	0	25
4	91	0	0	91
5	52	0	0	52
6				
7				
8				
9				
10				
11				
12				
Ungraded Elem.				
Ungraded Sec.				
Post Graduate				
Other:				
_____				
_____				
Totals	12,179	0	0	12,179

NAME OF LEA Teacher Aide

NUMBER OF CHILDREN BEING SERVED AT EACH SCHOOL

	Kinder-garten	First Grade	Second Grade	Upper Grades	Total
Audubon	0	47	0	0	47
Bauduit	53	91	0	0	144
Benjamin	51	76	0	0	127
Bradley	87	131	0	0	218
Chester	54	98	0	0	152
Couvent	70	105	0	0	175
Craig	134	303	30	32 (Gr.5)	499
Danneel No. 2	60	145	0	0	205
Davis	40	116	0	0	156
Dunbar	70	143	0	0	213
Dunn	120	236	0	0	356
Edwards	119	207	0	0	326
Fischer	129	160	0	0	289
Fisk	0	31	0	0	31
Frantz	35	141	0	0	176
Gayarre	70	155	0	0	225
Guste	79	157	0	0	236
Hardin	180	159	0	0	339
Harney	64	71	0	0	135
Henderson	84	129	0	0	213
Hoffman	90	157	0	0	247
Howard No. 2	0	49	0	0	49
Jackson	0	187	0	0	187
Jefferson	0	54	0	0	54

	Kinder-garten	First Grade	Second Grade	Upper Grades	Total
Johnson	108	141	0	0	249
Jones	178	286	0	29 (Gr.5)	493
Lafayette	60	80	0	25 (Gr.4) 30 (Gr.5) 31 (Gr.6)	226
Lafon	115	298	0	0	413
Laurel-Mc.D.#1	70	168	0	0	238
Lawless	145	226	0	0	371
Lawton	0	54	0	0	54
Lee	37	68	0	0	105
Lewis	58	137	0	0	195
Live Oak	0	69	0	0	69
Lockett	139	254	0	0	393
Macarty	121	203	0	0	324
McDonogh No. 6	35	23	0	0	58
McDonogh No. 7	0	70	0	0	70
McDonogh No. 10	34	53	26	0	113
McDonogh No. 11	0	67	0	0	67
McDonogh No. 16	0	60	0	21 (Gr.6)	81
McDonogh No. 19	60	93	0	0	153
McDonogh No. 24	42	90	0	0	132
McDonogh No. 30	0	43	0	0	43
McDonogh No. 31	70	83	0	0	153
McDonogh No. 32	117	100	0	0	217
McDonogh No 36	92	130	26	0	248
McDonogh No. 37	0	112	0	0	112

	Kinder-garten	First Grade	Second Grade	Upper Grades	Total
McDonogh No. 38	0	139	0	0	139
McDonogh No. 40	95	0	0	0	95
McDonogh No. 42	101	177	0	0	278
Moton	128	160	0	0	288
Naval Station	0	67	0	0	67
Nelson	142	151	0	0	293
Palmer	70	0	0	0	70
Phillips	83	143	0	0	226
Ricard	51	118	0	0	169
Rogers	47	80	0	0	127
Rosenwald	26	31	0	0	57
Schwarz	0	36	0	0	36
Semmes	21	100	0	0	121
Shaw	0	111	0	0	111
Washington	69	139	0	0	208
Wheatley	92	141	0	0	233
Williams	0	78	0	0	78
Wilson	68	139	0	0	207
Total	4,063	7,866	82	168	12,179

INSTRUCTIONAL AND SERVICE ACTIVITY
AND ESTIMATED COST

REGULAR SESSION

TERM ONLY

Instructional Activities	No. Children Grs. 1-3	No. Children Grs. 4-6	No. Children Grs. 7-12	Total	No. Children Private School	No. Children Inst.	Estimate Cost
Business Education							
Cultural Enrichment							
English-Reading	7,948	168		8,116			$269,289
English-Speech							
English-2nd Language							
English-Other							
Foreign Language							
Home Economics							
Industrial Arts							
Mathematics							
Music							
Natural Science							
P. Ed.-Recreation							
Social Studies							
Vocational Education							
Sp. Act. for Handicapped							
Pre-K and Kindergarten	4,063			4,063			$134,810
Other (Specify)							
Total	12,011	168		12,179			$404,099

Service Activities							
Attendance							
Clothing							
Food							
Guidance/Counseling							
Health-Dental							
Health-Medical							
Library							
Psychological							
Social Work							
Speech Therapy							
Transportation							
Sp. Act. for Handicapped							
Other (Specify)							
Total							

NAME OF LEA Teacher Aide

NUMBER OF TEACHERS BY
INSTRUCTIONAL AREAS

TERM ONLY

REGULAR SESSION

Instructional Activities	Pre-K,K	1-3	4-6	Principals	Total
Art					
Business Education					
Cultural Enrichment					
English-Reading					
English-Speech					
English-2nd Language					
English-Other					
Foreign Language					
Home Economics					
Industrial Arts					
Mathematics					
Music					
Natural Science					
P/Ed.-Recreation					
Social Science					
Vocational Education					
Sp. Act. for Handicapped					
Pre-K, Kindergarten					
Other (Specify)					
In-service meetings	3	7		2	12
(Instructors)					
Total	3	7		2	12

NAME OF LEA Teacher Aide

TERM ONLY

Parent Involvement. If parents were involved in this project, indicate manner of involvement below.

		No. of Conferences or Meetings	Estimated Number of parents A	Estimated total number of hours spent by parents B
1.	Individual conferences with project staff personnel	2,564	3,563	1,332
2.	Group meetings for parents to explain how Title I school activities meet students' needs	66	1,650	1,650
3.	Group meetings to explain how parents may help meet students' needs	599	6,067	3,971
4.	Parental visits to Title I classrooms	1,003	2,138	1,014
5. *	Home visits by social workers and/or home visitors to explain how Title I activities meet students' needs or how parents may help students meet their needs	706	706	506
6.	Parents involved in the planning of Title I activities	40	152	71
	TOTAL	4,978	14,276	8,544
	TOTAL estimated unduplicated count of parents		7,138	
7.	Total Estimated Cost of Parent Involvement Programs			$ 0

* By teacher aides

NAME OF LEA Teacher Aide

TERM ONLY

NUMBER OF PERSONNEL
PAID FROM TITLE I FUNDS

Activity Assignment	No. of Staff Positions			Staff Assignments			Title I Funds Salary Paid
	Public	Private	Total	Full Time	Part Time	Un-paid Volun-teers	
Pre-Kindergarten							
Kindergarten							
Elementary (except Pre-K,K)							
Secondary							
Handicapped							
Teacher Aide	201	0	201	*175	26	0	342,270
Librarian							
Library Aide							
Supervision							
Direction & Management							
Counseling							
Psychologist							
Testing							
Social Worker							
Attendance							
Nurse							
Physician							
Dentist							
Clerical	1	0	1	1	0	0	3,948
** Other Professional	2	0	2	2	0	0	19,006
Other Non-professional							
Total	204	0	204	178	26	0	365,224

* Five hours per day
** Coordinator's position was not filled until 3/10/70

NAME OF LEA Teacher Aide

TERM ONLY

TITLE I IN-SERVICE TRAINING PROGRAMS

Programs Conducted	Tot. No. Programs	No. contracted	Semesters Fa.	Sp.	Sum.	Clock hrs. per session	No. of sessions	Amt. spent encumbered	Topic by Code A
Conducted by:									
School	266	0	142	124	0	1-2 hrs.	266	0	21,22,23, 26,27,29
District LEA	40	0	26	14	0	1 hr.	40	$540	21,23,24, 26,27,29
State Department									
Commercial Firms	3	0	1	2	0	1½ hrs.	3	0	23
State Colleges Universities									
Other Specify									
Location:									
On Campus									
Extension									
Television									
Other Specify									
Totals	309	0	169	140	0	1-2 hrs.	309	$540	

"A" Topic Code

21 - Instructional Methodology

22 - Culture of Poverty and Educationally Disadvantaged

23 - Utilization of Instructional Equipment and Materials

24 - Measurement, Evaluation and Reporting

25 - Types of Learning Disabilities

26 - Curriculum Development

27 - Program Planning and Design

28 - Utilization of Library and Library Resources

29 - Central Orientation to the Title I Program

30 - Utilization of Supportive Services (ie. Psychology)

31 - Handicapped Children

32 - Other (Specify)

NAME OF LEA Teacher Aide

INDICATE NUMBER OF PARTICIPANTS UNDER EACH CODED CATEGORY 1 THROUGH 13

TERM ONLY

TITLE I IN-SERVICE TRAINING PROGRAMS

Number of Each Group of Participants

Programs Conducted	1	2	3	4	5	6	7	8	9	10	11	12	13	* Total
Conducted by:														
School	224									376				550
District (LEA)	27	185	19							704				476
Commercial Firm	9									19				28
State Department														
State Colleges Universities														
Other Specify														
(Duplicated) Totals	260	185	19							1,099				*1,054 1,563
Location:														
On Campus														
Extension														
Television														
Other Specify														

* Estimated unduplicated total

"B" Coded List of Participants

1 - Teacher Aides
2 - Principals-Vice-Principals
3 - Administrators
4 - Librarians
5 - Counselors
6 - Psychologists
7 - Social Workers
8 - Speech Therapists
9 - Attendance Workers
10 - Elementary Teachers
11 - Secondary Teachers
12 - Library Aides
13 - Volunteers, e. g., Parents

NAME OF LEA Teacher Aide

PART C ---------- TESTING DATA

R TERM ONLY

NAME OF LEA Teacher Aide Educational Measurements

TABLES FOR THE TESTS IN SKILL SUBJECTS
FOR TITLE I BENEFICIARIES

ITEM 1

DETAILED INFORMATION ON RESULTS OF TESTS

TITLE I BENEFICIARIES (OR SCHOOLS)

* Word Knowledge, Reading
Subject Area

(Use National Norms)

Grade	Month & Year Tested		Test Name	Form	N Schools	N Students		Number of Students: 1-12th %ile		13-24th %ile		24-49th %ile		50-74th %ile		75-99th %ile	
	Pre	Post				Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	9/1969		Met. Readiness	B	5	77		19		18		26		10		4	
1^1		4/1970	MAT. Primary I	A	5		101		30		14		22		20		15
1^2		4/1970	MAT. Primary I	A	5		101		26		15		24		14		22
1^1	Word Knowledge																
1^2	Reading																

* Please indicate the appropriate subject area in this space. For example, reading, mathematics, social studies or other areas for which test results are being reported.

REGULAR R TERM ONLY

ITEM 2

NAME OF LEA Teacher Aide

NOTE: PAGE 25 IS A CONTINUATION OF PAGE 24

ıdicate the five (5) most important primary objectives of your Title I program by marking the three (3) procedures which were ›st significant in meeting each objective. (Notice: The second half of this chart is on the next page.)

›jectives of tle I Projects → / ·ocedures Used to ›et These Objectives ↓	Academic Achievement											Attitudes	
	1	2	3	4	5	6	7	8	9	10	11	12	13
	Reading	Language Arts	Mathematics	Social Studies	Science	Foreign Language	Arts	Music	Industrial Arts	Home Economics	Marketable Skills	Mental Health	Ethical Values
ıdditional Instructional Equip.													
›oks and Supplies													
;tended Library Services													
ıaller Class Size													
ıdividualized Instruction	X	X											
ıall Group Instruction	X	X											
·medial Instructior	X	X											
›velopmental Instruction													
ıtoring Services													
eld Trips													
ıssembly Programs													
·hool Visits													
anned Diagnosis													
›ecial Services Team													
lucational Counseling													
›cational Counseling													
·ovision for Food													
·ovision for Clothing													
·dical Care													
ntal Care													
›e Care													
ıysical Education Program													
ırent Conferences													
›me Visits													
·acher In-Service Training													

TERM ONLY

NAME OF LEA Teacher Aide

ITEM 2

CONTINUED FROM PAGE 24

Indicate the five (5) most important primary objectives of your Title I program by marking the three (3) procedures which were most significant in meeting each objective.

ives of I Projects → / lures Used to hese Objectives ↓	Attitudes 14 Aspiration of Success	Attitudes 15 Self Concept	Behavior 16 Study Skills	Behavior 17 Citizenship	Behavior 18 Use of Leisure Time	Other 19 Physical Health and Fitness	Other 20 Cultural Enrichment	Other 21 Speech Correction	Teacher Growth 22 Perception of Student Problems	Teacher Growth 23 Understanding of Student Needs	Teacher Growth 24 Use of ~~Materials~~ Aides and Techniques	Teacher Growth 25 Professional Activity	Parents 26 Improved Home Relationships
tonal Instructional Equip.													
and Supplies													
led Library Services													
er Class Size													
idualized Instruction		X	X										
Group Instruction		X	X								X		
tal Instruction		X	X										
opmental Instruction											X		
ing Services													
Trips													
oly Programs													
l Visits													
ed Diagnosis													
al Services Team													
tional Counseling													
tional Counseling													
sion for Food													
sion for Clothing													
al Care													
l Care													
are													
cal Education Program													
t Conferences													
Visits													
er In-Service Training											X		

PART D ---------- Narrative Evaluation

PART D - NARRATIVE EVALUATION

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ATTACHMENTS - FOLDER

Teacher Aides: A Program of Pre-Service Experience for the Staff of Project Teacher Aide

Guidelines and Policies For Teacher Aides, Handbook For Instructors and Administrators, 1969

In-Service Program For Newly-Assigned Teacher Aides

In-Service Hand-out Materials For Teacher Aides

PART D

Page 26, Question No. 1

Which elements or combination of elements are most effective in improving the educational achievement and attainment of the educationally deprived children in your school system?

While providing increased individualized treatment for educationally deprived children in our school system, the teacher aide program fulfills the need of freeing the teacher to teach. With relief from the numerous semi- and non-professional tasks which require so much time and energy, teachers are now able to concentrate their abilities and skills on the professional role for which they have been prepared.

We know from experience that the effective utilization of teacher aides can make a difference in the lives of many boys and girls. The result has been greater academic achievement and adjustment to school for children who have had the benefit of the services rendered by teacher aides.

The educationally deprived child carries to school with him a very special need for individualized personal attention and recognition. His need to develop a positive self-image and a healthy approach to life is as strong as his need for a better education. It is unrealistic for teachers to serve in this capacity in addition to providing a modern program of instruction for thirty or more children. The teacher aide is needed as a second adult for this role.

The positive contributions that teacher aides can make in improving the educational achievement and attainment of deprived children are clearly stated in the following resume, which was presented by a principal during an in-service meeting.

TEN GIFTS WHICH TEACHER AIDES BRING TO THE INSTRUCTIONAL PROGRAM

1. The Teacher Aide gives to the classroom a teacher with more time to teach.

2. The Teacher Aide gives to the boys and girls a teacher with more energy for teaching.

3. The Teacher Aide gives to the children another adult friend in their lives.

4. The Teacher Aide gives to the boys and girls a gift in the area of human relations - - an opportunity to learn more about total living with people.

5. The Teacher Aide gives a second adult with special skills, special talents, special "know-how."

6. The Teacher Aide gives another dimension in creativity and imagination.

7. The Teacher Aide gives children more acceptance - total acceptance - not only to the children, but their parents.

8. The Teacher Aide gives another increment in humaneness. This is the focus-humanizing instruction.

9. The Teacher Aide gives children a teacher whose morale is truly being enhanced because she has the assistance of an aide.

10. The Teacher Aide gives children an opportunity to be studied, to be understood, and to be appreciated by another.

When the aide, the teacher, and the principal join forces to make an aide an effective member of the team, a wide variety of personal and constructive new services become available to the children.

Page 26, Question No. 2

Is there evidence that effectiveness is related to cost? What is the evidence in your school system?

There is evidence that effectiveness is related to cost. The contributions made to the instructional program by teacher aides could not have been possible without the additional staff of aides provided by Title I funds. Improvement in personal and social adjustments, and in reading achievement, have come about because of the individual attention that has been given the child. With the additional expenditure of approximately $33.00 per child, teacher aides provided the children with individualized personal attention to meet special needs. Teachers were released of numerous semi- and non-professional tasks so that they had more time to teach.

The effectiveness and quality of the program has been maintained due to the retention of experienced teacher aides, who were trained and possessed good educational backgrounds.

TEACHER AIDE

Page 26, Question No. 3

What is the objective evidence in your school system - not testimonials or examples, but objectives hard data - that Title I has, or has not, had an impact on reading achievement levels of educationally deprived children? Relate this information to previous data and to current national and statewide norms.

Teacher Aides were first employed in public school kindergartens of New Orleans during the 1966-67 session. Thus the youngsters who entered first grade in September of 1966 did not have this experience during their year in Kindergarten. More than three fourths of all children who enter first grade attend Kindergarten.

The only hard data available on this wave of Kindergarteners who did not have Teacher Aides in Kindergarten were the results of the Metropolitan Readiness Test which is administered to all new admissions to grade one. Thus the MRT of September, 1966, became the base line data to which subsequent new first grade admissions were compared.

Each year a random sampling of schools and then of teachers within these schools is selected. The sample represents approximately 10% of the total population of students with Teacher Aide services at this level. Valid test results this May were obtained on 101 of the 133 students selected. Of this group MRT results were available on 77.

The mean of the MRT made successive gains the first two years and a slight relative loss the third year. The September 1969 mean, however, is still four points above the mean of the base line data. Below are listed the results for the successive waves of new admissions to grade one:

TABLE ONE

	Sample Population - Grade One (beginning of year)				
		1966-67	1967-68	1968-69	1969-70
September Metropolitan Readiness	Mean of raw scores:	41	43	47	45
	Percentile Rank of Mean:	25	27	35	31
	Status Rating of Mean:	Low Normal	Low Normal	Average	Average

The results of the Metropolitan Achievement Tests, Primary I Battery, have been administered to each wave of these same youngsters at the end of the first grade. Teacher Aide service has also been available in first grades since 1966. Below are listed the test results over the four year period.

TABLE TWO-1

	Sample Population - Grade One (end-of-year)								
		1966-67		1967-68		1968-69		1969 70	
		Wd.K*	Read.+	Wd.K*	Read.+	Wd.K*	Read.+	Wd.K*	Read.+
April-May Metropolitan Achievement	Mean of standard scores:	40	43	42	44	44	46	44	46
	Percentile Rank of Mean:	20	30	25	35	30	40	30	40
	Grade Equivalent of Mean:	1.6	1.7	1.7	1.7	1.7	1.8	1.7	1.8

*Word Knowledge +Reading

Although the 1969-70 results do not indicate the small but consistent gain previously noted, they do reflect a stabilization of these gains. One must also consider two additional factors 1)the readiness level of these youngsters in September was slightly lower than the group last year and 2)the tests this year were given the last week of April rather than in mid-May as in previous years.

VPB ge
6-25-70

PERCENTILE RANKS PRE + POST DATE OF TEST: April, 1970

Project: Teacher Aide Schools: Chester, Guste, Laurel-McD 1, McDonogh 19, Rogers Grade One Total Students 7

METROPOLITAN READINESS

	1 - 12	13 - 24	25 - 49	50 - 74	75 - 99	Total
Chester	4	4	6	2	1	17
Guste	1	6	11	7	3	28
Laurel-McD 1	7	1	5	0	0	13
McDonogh 19	1	1	1	0	0	3
Rogers	6	6	3	1	0	16
TOTAL	19	18	26	10	4	77

TABLE 2-2

Project: Teacher Aide

Schools: Chester, Guste, Laurel-McD 1, McDonogh 19, Rogers

Grade: One

TABLE 2-3

Total Students: Word Knowledge - 101
Reading - 101

METROPOLITAN - WORD KNOWLEDGE (Post)

	1 - 12	13 - 24	25 - 49	50 - 74	75 - 99	Total
Chester	11	2	3	5	1	22
Guste	3	5	5	8	8	29
Laurel-McD 1	6	5	5	2	0	18
McDonogh 19	6	0	0	0	0	6
Rogers	4	2	9	5	6	26
TOTAL	30	14	22	20	15	101

METROPOLITAN - READING (Post)

	1 - 12	13 - 24	25 - 49	50 - 74	75 - 99	Total
Chester	12	4	5	0	1	22
Guste	4	1	5	4	15	29
Laurel-McD 1	5	5	6	2	0	18
McDonogh 19	3	3	0	0	0	6
Rogers	2	2	8	8	6	26
TOTAL	26	15	24	14	22	101

TABULATION OF ITEMS RELEVANT TO THE
MOST SIGNIFICANT CHANGES IN THE PUPILS PARTICIPATING IN THE PROGRAM AS REPORTED BY TEACHERS AND PRINCIPALS

(Teacher Evaluation Questionnaire - Item 8; Principal Evaluation Questionnaire - Item 4)

A. Teachers (N=368) B. Principals (N=66)		Great Gain 1	2	3	4	5	6	No Gain 7	NA
(1) Achievement level	A.	31%	24%	20%	15%	5%	2%	1%	4%
	B.	23%	18%	30%	20%	8%	0%	0%	2%
(2) School adjustment	A.	24%	21%	21%	17%	4%	6%	3%	5%
	B.	20%	27%	32%	18%	2%	0%	0%	2%
(3) Attitude toward school	A.	24%	23%	16%	17%	7%	6%	3%	4%
	B.	14%	36%	30%	14%	3%	0%	0%	3%
(4) Behavior in school	A.	14%	20%	22%	20%	10%	6%	4%	4%
	B.	21%	18%	32%	21%	6%	0%	0%	2%
(5) Attendance	A.	13%	17%	17%	15%	9%	10%	15%	4%
	B.	11%	26%	17%	23%	11%	3%	6%	5%
(6) Participation in school activities	A.	21%	21%	17%	18%	7%	6%	7%	3%
	B.	20%	38%	14%	17%	5%	5%	0%	3%

TABLE 3-1

Page 26, Question No. 5 (a)

List the most significant changes in the pupils participating in the project. These changes may or may not have been anticipated in the project application and may include such areas of change as achievement, attendance, participation in school activities, behavior in school, school adjustment, attitude toward school, etc.

This question was included in the two types of questionnaires directed to principals and teachers participating in the teacher aide program. Respondents were asked to measure the degree of gain noted in the pupils by indicating the relative gain on a scale. The scale was numbered one through seven; one indicating great gain, and seven indicating no gain. The following areas were listed as the most significant changes in the pupils:

* (1) Achievement level
(2) School adjustment
(3) Attitude toward school
(4) Behavior in school
(5) Attendance
(6) Participation in school activities

A significant percentage of the 434 respondents reported great gains for pupils in most of the areas listed. This is found in Table 3-1. It will be seen that the majority of responses ranged between one and three on the seven-point scale, which is reflected by the percentage of response in each area of the "changes in pupils" on the following table:

AREAS OF MOST SIGNIFICANT CHANGES IN THE PUPILS PARTICIPATING IN THE TEACHER AIDE PROJECT

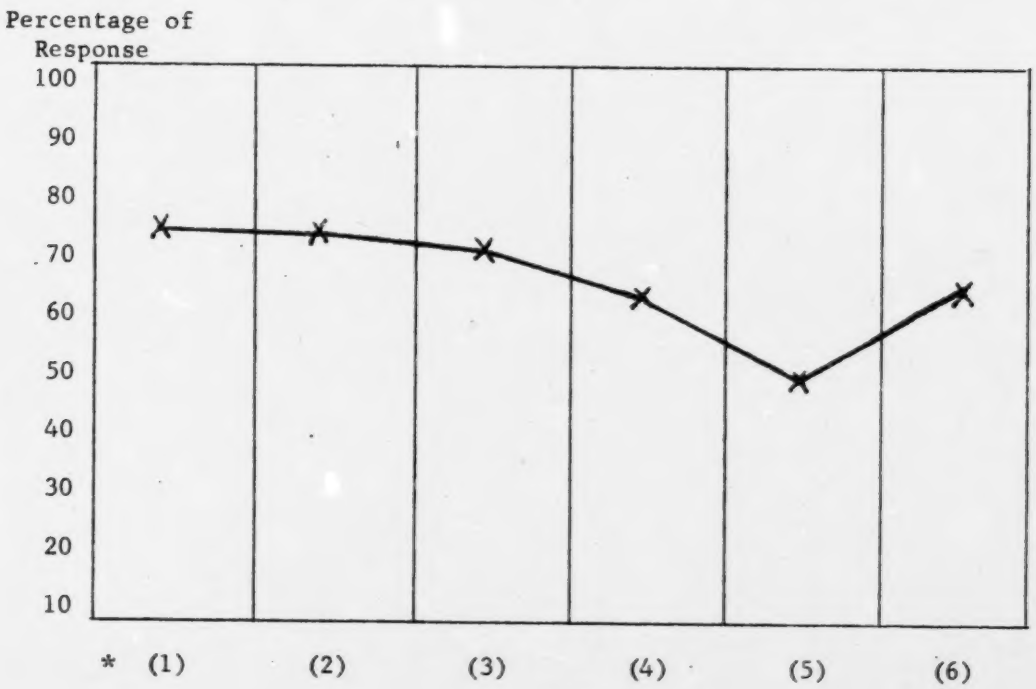


TABLE 3-2

It is interesting to note that the majority of teachers and principals reported the pupils' gains in essentially the same order in 1968-69.

Page 26, Question No. 5 (b)

List the most significant changes in the school staff participating in the project. This may include skills in teaching below-average achievers, attitudes toward below-average achievers, etc.

Table 9 shows the responses of principals who listed in rank order the areas which they considered the most significant changes in the school staff participating in the teacher aide program. The teachers' question was similar in that teachers were asked to rank the most significant changes in their classroom instructional program as a result of having the services of teacher aides. The tabulation for these items will be found in Table 15.

The majority of responses of principals and teachers showed that:

1. The Teacher aide services provided teachers with more time for individualized instruction, especially for slow learners.
2. The services of aides provided use of a greater variety and quality of instructional materials with the below-average achievers.
3. Both groups indicated that teachers spent more time on professional duties, rather than non-professional, because of the teacher aide program.
4. Principals indicated that the skills and attitudes of the teachers in teaching below-average achievers were slightly better because of the teacher aide program.
5. Teachers indicated that sharing an aide with other teachers limited their release from many of the routine tasks and clerical duties.

Generally, both principals and teachers considered the direct services of teacher aides to pupils, or activities requiring direct contacts with pupils, to be as valuable to them as the services rendered by aides in the areas of routine tasks, classroom organization, and clerical duties.

The teacher aide project was most fortunate in the quality of teacher aides assigned during the 1969-70 program. Initially, job-offer letters were sent to 227 former aides: 85% accepted, 7% did not reply, and 8% were unable to accept for various reasons. An experienced and trained teacher aide staff made it possible to maintain a quality program; 76% of the aides assigned to the program when it opened were aides who had serviced our teachers since the program's inception in 1966. Including the necessary replacements for aides who left the program for pregnancy, better jobs, illness, etc., only 5% of the aides assigned during this program were inexperienced and untrained.

Distribution of Teacher Aides by Sex, Age, and Education
(N = 201)

Sex and Age	Total Teacher Aides	High School	Business, Trade, etc.	College	
				Undergraduate	Graduate
FEMALE					
20 - 24	12	3	0	8	1
25 - 29	25	7	0	16	2
30 - 34	39	18	3	16	2
35 - 39	49	10	4	35	0
40 - 44	33	15	5	10	3
45 - 49	21	9	2	9	1
50 - 54	15	6	2	6	1
55 - 59	4	3	0	1	0
60 - 65	1	0	0	0	1
Total Female	199	71	16	101	11
MALE					
25 - 29	1	0	0	1	0
30 - 34	1	0	0	1	0
Total Male	2	0	0	2	0
Total Male and Female	201	71	16	103	11

TABLE 3-3

The information presented in Table 3-3 was obtained from 201 of the teacher aides in 66 elementary schools in the New Orleans Public schools. It will be seen that there are far more female aides than male. The modal age for all aides was 35 - 39 years. Of the total group, 35% had only a high school diploma, 8% had some business or trade school training, 51.5% had some college training, and only 5.5% had a college degree. Almost 88% of the teacher aides were employed full-time as aides (five-hours per day). However, only 7% of them worked full-time for any one teacher. These 175 full-time aides divided their time, and worked with a total of about 360 different teachers.

The principals and teachers placed high value on the performance of the teacher aides. Teacher aides continued to increase their skills and abilities as reflected in their ratings by teachers and principals on the aides' personnel evaluation forms.

The principals were unanimous in their endorsement of teacher aides. When asked, "Would you like to have the teacher aide program continued in your school, if the program is offered again next year?", 100% of them said "yes".

When teachers were asked, "Would you like to have a teacher aide assigned to you, if the program is offered again next year?", 96% of them said "yes". Various reasons were given for not wanting an aide. Almost 3% of these were upper-grade teachers who replied something like, "My instructional assistant will be a teacher next year." It is interesting to note that 84% of the teachers would prefer a full-time teacher aide instead of a part-time or shared aide.

Teachers were asked, "What percentage of time, on an average, does the teacher aide spend in the following categories?" The answers to this question are shown in Table 14. It will be seen that the largest proportion of time of aides was spent assisting during group reading instruction. Teachers tended to use their aides in audio-visual aids or preparing instructional materials the next largest proportion of time, with duties outside the classroom coming next.

Teachers reported using aides in routine and housekeeping tasks next most frequently after their clerical duties, with "contact with parents" coming last.

Teacher aides were also asked, "In what ways did you find you worked most effectively with the classroom teacher(s)?" No percentages were asked for, and the question was open-ended. Table 20 shows the frequency of responses to the kinds of assignments that teacher aides felt were the most effective. It will be seen that about 78% of the aides responded with "working with an individual child or small group during group reading instruction." Aides reported that the preparation of instructional materials was the next most effective activity for them, with "helping with routine and housekeeping chores" and "performing clerical duties" coming next.

Teachers indicated that a larger proportion of time was spent by aides performing duties outside the classroom than compared with the aides' responses.

The previous assessment of the teacher aide program included a description of activities performed by teacher aides, and these same activities were continued during the present program. It is significant that more teachers are reporting that the aides most frequently perform instructionally related activities. This finding supports the current emphasis on providing teacher aide assistance in the instructional program.

Teachers were not unanimous in recommending a training period for the classroom teacher in the use of the teacher aide. Over 60% of them thought that training was not needed. Some of the reasons given for not wanting a training period for the teachers were:

"Teachers already understand the program, and have sufficient experience to use their aides to best advantage."

"The handbook explains the program very well."

"The uses of aides are determined by specific needs in each classroom; allow each teacher to train her own aide."

"Give the aides more training."

"No further training is needed for experienced teachers -- provide in-service for new teachers only."

Some of the reasons given for wanting a training period for teachers were:

"Additional meetings would give teachers greater insight into the best possible use of aides."

"New teachers would feel more confident in their utilization of teacher aides."

"To allow teachers to exchange ideas, and gain new ideas to meet the teachers' particular needs."

"More meetings would give us an opportunity to further clarify the aide's role, and improve on what is now known."

"Provide joint meetings for teachers and aides so that consideration can be given to other aspects of team relationships."

Page 26, Question No. 6

Which of the following techniques were used in the dissemination of information and ideas for this program to other local agencies and/or to the State Agency? (check as many as apply)

To Other Local Agencies	To State Agency	
		(a) newspaper reports
		(b) locally sponsored intervisitation of projects
X		(c) locally prepared reports
		(d) radio presentations
		(e) television presentations
		(f) presentations to community groups
X		(g) presentations to local staff
		(h) publications for professional journals
X		(i) conferences-meetings
X		(j) workshops
		(k) other (specify) _____

See attached samples: Guidelines and Policies for Teacher Aides
Handbook for Instructors and Administrators, 1969

Teacher Aides: A Program of Pre-Service Experience for the Staff of PROJECT TEACHER AIDE

Flyers announcing the in-service meetings for principals, kindergarten teachers, and first grade teachers

Page 27, Question No. 7

Major Problems in Implementing Title I Projects
Explain and give examples.

(i) Completing project application

Delay in submitting the application for the teacher aide project has necessitated delay in the assignment of teacher aides to the schools involved. Those involved in the program would prefer the assignment of aides at the beginning of the school year, rather than in October. By receiving earlier funding, it would be possible to improve aide services to teachers, and at the same time would help us to continue to retain our experienced, trained aides.

(l) Training of staff

Because of the late appointment in March of the coordinator for in-service, the planning, and the coordination and implementation of the 36 in-service meetings had to be performed by the supervisor of the program. In addition to her other responsibilities, this presented a most difficult situation, since the meetings were scheduled at various times from December through February. Much of the supervisor's time was spent in preparation for the meetings, which

limited her time to service the principals and teachers in their schools, and to perform other related duties.

It was not possible to provide any training for the experienced teacher aides. Joint teacher and aide meetings are needed, but scheduling and planning such seminars would be impossible unless the coordinator is appointed when the program opens.

In March, the coordinator was able to give a two-day training session for the twelve new aides who had been appointed in January. There is a need for more training for these aides.

(n) Inadequate Title I funds

At the end of the 1969-70 session, there were 17 kindergarten teachers without teacher aides, because of inadequate funds. More funds are needed to maintain a quality program for just the kindergarten and first grade teachers. It will be seen on Table 3-4 that approximately twice as many funds were used in 1966-67 to service about the same number of children as in the 1969-70 program. The cost per child has been decreased from $71.91 in 1966-67 to $33.18 for the 1969-70 program. At the same time, it will be seen in Table 3-5 that although the 1969-70 test results of children who had teacher aide services do not indicate the small but consistent gain previously noted, they do reflect a stabilization of these gains.

Considering all of the other information obtained on the present teacher aide program, there seems to be overwhelming sentiment in the schools that the present number of aides assigned to each school is far too low.

It is recommended that the present level of funding be retained, and further consideration be given to employing more aides in certain schools, and extending the program to the second and third grades, so that further research results can be obtained. If possible, increase the budget to include an instructional aide, or audio-visual aide, for upper-grade teachers in several schools where there is the greatest need.

However, of top priority is the availability of funds to assign the aides at the beginning of the school year. Related to this need is further consideration given to employment on a monthly basis for the experienced teacher aides who have an excellent rating, or provide some type of fringe benefit, such as paid holidays, or limited days for sick leave.

(p) Program evaluation

The design and techniques for evaluating the teacher aide program would be improved if personnel could be assigned to provide additional help for administering, scoring, and analyzing the results of tests, or evaluative instruments, for both the initial and final testing sessions.

There is a vital need to assign a person trained in research and evaluative procedures at the beginning of the program, prior to the administration of the pre-tests. Because of the number of variables in the teacher aide program, it is very difficult to obtain an objective evaluation.

General Information Concerning Teacher Aide Programs

1966 - 1970

	Number of Children	Number of Schools	NUMBER OF AIDES			Cost per Child of Service	Total Funds
			Full-time	Part-time	Total		
1966-67	12,131	54	34	345	379	$ 71.91	$ 872,388
1967-68	14,398	57	75	268	343	50.65	729,427
1968-69	12,603	60	179	60	239	33.40	420,923
1969-70	12,179	66	175	26	201	33.18	404,150

TABLE 3-4

Pre- and Post-tests - Sample Population, Grade One

	METROPOLITAN READINESS (Pre-test)			METROPOLITAN ACHIEVEMENT (Post-test)					
	Mean of Raw Scores	Percentile Rank of Mean	Status Rating of Mean	Mean of Standard Scores		Percentile Rank of Mean		Grade Equivalent of Mean	
				Wd.K*	Read.+	Wd.K*	Read.+	Wd.K*	Read.+
1966-67	41	25	Low Normal	40	43	20	30	1.6	1.7
1967-68	43	27	Low Normal	42	44	25	35	1.7	1.7
1968-69	47	35	Average	44	46	30	40	1.7	1.8
1969-70	45	31	Average	44	46	30	40	1.7	1.8

* Word Knowledge
+ Reading

Teacher Aide Program

R
TERM ONLY

Major Problems in Implementing Title I Projects

7. If you encountered any major problems in implementing Title I projects, choose from the appropriate items below. Explain and give examples below. (Submit an attachment if necessary.)

- (a) Limitations imposed by regulations or guidelines
- (b) Negative reaction in community to Federal Funds
- (c) Identifying qualified attendance areas
- (d) Identifying pupil needs
- (e) Designing projects to meet pupil needs
- (f) Difficulty in obtaining assistance from State Department of Education
- (g) Cooperating with OEO - Community Action Programs
- (h) Cooperating with private schools
- X (i) Completing project application
- (j) Delay experienced in application approval by the State Department of Education
- (k) Obtaining qualified staff
- X (l) Training of staff
- (m) Lack of school facilities
- X (n) Inadequate Title I funds
- (o) Fiscal accounting
- X (p) Program evaluation
- (q) Processing funds (explain and attach examples)
- (r) Other (specify)

See attached sheets.

Cost Data

8. (a) Project Number 28-70025-36-36-1
   (b) Length of project in months eight months
   (c) Grade levels included in project Kdg., 1, 2, 4, 5, and 6
   (d) Total amount of Title I funds obligated $ 404,099
   (e) Unduplicated total number of Title I pupils participating in this project 12,179 (duplicated count)
   (f) Cost per pupil $ 33.18

Establishing Project or Attendance Areas

9. Check each method used for establishing project or attendance areas.

- X a. Federal Census of 1960
- ____ b. Aid to dependent children (AFDC)
- ____ c. Housing statistics
- ____ d. Health statistics
- X e. School survey
- ____ f. Recipient of free school lunches
- ____ g. Teacher observation of students' personal needs
- ____ h. Other (Please identify)
  - (1) _____
  - (2) _____
  - (3) _____

NAME OF LEA Teacher Aide

Pressing Pupil Needs

10. List in Rank order and describe the most pressing needs in your LEA.

( ) Individual attention

The use of teacher aides in our classrooms helped us to implement a program adapted to the specific styles and tempos of individual children. Their assistance freed the teachers from many routine tasks and gave the teachers more time to plan, to teach, and to evaluate the progress of each student. This improved the quantity and the quality of the one-to-one relationship between teacher and child. During the reading period the teacher aide had time to work with the individuals who needed special help to reinforce many of the skills necessary for effective reading.

Of equal importance was the rapport established between the aide and the children since even a small amount of special attention given to each child produced a great effect on later behavior. This was particularly true of the disadvantaged children whose learning deficits often stemmed directly from a lack of individual contacts with interested adults to encourage, support, and enrich them.

(b) Work habits

Aides have given much needed assistance in helping many of our children develop and maintain better work habits. During group reading instruction the aide was available to assist the other children who had been given independent study. Sometimes to spur lagging attention, to interpret directions, to check for accuracy, or just to give a pat on the head would supply the encouragement an under-achiever needed to taste success by carrying an assignment through to completion.

Once the children realized instant help was available, they were willing to work more independently and took greater pride in their work.

(c) Language skills

Language disabilities handicapped large numbers of our children. Aides have been particularly useful in helping them gain more facility in communicating ideas and feelings through the use of words. They have worked with individual children and small groups, increasing their experiences in reading, speaking, listening, and writing. Under the teacher's guidance aides have shared stories, poetry, rhymes, dramatizations, and just plain conversation with the children. These spontaneous, creative language experiences with an interested aide have motivated the children to listen attentively, to assimilate ideas, to use an expanded vocabulary.

The teacher has been able to explore the use of a wider variety of audio-visual media because of the assistance of her aide. By acquiring more language skills the children developed a better foundation for future learnings.

(d) Self-concept

One of the built-in advantages of the teacher aide program was the warm, personal relationships aides were able to establish with the disadvantaged child, who in many instances began school with the defeatist attitude that was the sum total of his previous experiences with people.

With a kind word, a smile that conveyed interest in the child as a person, time to help the insecure child feel at ease in a strange environment, a teacher aide supplied the missing ingredient - an extra person who cared. Her humane touch often made school experiences meaningful to young children whose negative outlook on life would have made success in school highly improbable.

In many classrooms, teacher and aide working together as a team satisfied the need to be accepted, to be understood, to be valued as a worthy human being. This was important because a young child's view of himself has a profound effect on how he functions during his school years.

(e) Broader background

Because many of our children tend to enter school with an inadequate preparation for the demands of the educative process, their teachers must use a greater variety of instructional tools, and provide more enrichment experiences to widen their horizons. Teacher aides have been of invaluable assistance in working with individual children and small groups in activities that helped them develop educational readiness to cope more adequately with learning tasks. This additional enrichment helped these children realize more fully the development of their potentials.

(f) Regular attendance

With more individual attention, the children were inspired to want to attend school regularly. Aides often assisted the teachers by telephoning the homes of absent children. This bit of personal attention gave the parents a special feeling of the school's concern for their child, and encouraged them to send the absentees back to school as soon as possible.

General Analysis of Title I

11. Generalize about the effectiveness of Title I in enhancing educational opportunities, experiences, achievement, and general attitudes toward education.

    (a) Generally describe the activities and discuss the situation which led the staff to develop and implement the project activities.

    (b) Describe the plan of Evaluation of the activities and the results.

The purpose of the teacher aide program is to relieve teachers of the numerous semi- and non-professional tasks so that teachers will have more time to teach. Benefits should be evidenced in greater academic achievement, an improved-learning climate, and better adjustment to school for children in kindergarten and first grade classrooms in Title I schools. However, since teacher aides render supportive services to teachers, and because of the number of variables inherent in the program, it is difficult to obtain an objective assessment of the program as to its effect on the child's achievement. No less important, perhaps, are the direct services of trained teacher aides to teachers, and to the child's special need for individualized personal attention and recognition.

1. In October, a program of pre-service experience was held for the principals and teachers in Project Teacher Aide. The following topics were considered:

    Guidelines and Policies for Teacher Aides
    Community Relations
    Aides to the Rescue
    Personnel Considerations - Evaluations for Aides
    Responsibilities for Guiding and Supervising Aides

A copy of the program, Teacher Aides, will be found in the Appendix.

Considerable attention was given to the importance of building rapport, and establishing good team relationships with the aides. Emphasis was placed on the project's new handbook, which was distributed to 51 principals, and 262 kindergarten and first grade teachers who attended the meeting. Five members of the administrative staff of the New Orleans Public Schools, and the Project Supervisor, participated in the program. Each highlighted the information as outlined in the handbook, and offered suggestions relative to the best possible utilization of teacher aides to improve the instructional program. A copy of the handbook: Guidelines and Policies for Teacher Aides, Handbook for Instructors and Administrators, 1969, will be found in the Appendix.

2. The major thrust of in-service this year was a series of thirty-six meetings for principals, and teachers, who were participating in the program. Meetings were scheduled during the months of December, January, and February at three different locations in the city, as will be seen in the announcements for meetings found in the Appendix.

Twelve instructors were selected, including two principals, seven first grade teachers, and three kindergarten teachers. During a pre-planning session, the supervisor planned and discussed with the instructors the objectives for the in-service, listed suitable topics, and selected techniques for this series of meetings. Each instructor was provided with a list of available materials and equipment, and a copy of "Games and Devices for the Extension of Competence in Reading Skills," which was later distributed at the December meetings. The following objectives were identified at this pre-planning meeting:

Key Word: Involvement

Focus: Objectives of Project Teacher Aide
and
Guidelines and Policies For Teacher Aides
Handbook For Instructors and Administrators, 1969

Objectives For In-Service Meetings - 1969-70

To provide meetings which are interesting enough to motivate the teachers to learn.

To enhance the ability and confidence of the teachers in their utilization of teacher aides.

To fully involve the teachers in the learning process.

To offer content that is custom-designed to meet the teachers' particular needs.

To focus on ability to bring about change in behavior rather than merely change in knowledge.

To explore ways of improving the best of what is now known in utilizing teacher aides.

To provide opportunities to consider the changing role of the teacher.

The instructors also discussed various methods and techniques for the meetings, which included ways to work more effectively as a group leader in order to encourage full participation, and open discussion. The importance of careful preplanning, and organization of proposed content was emphasized to insure personal involvement and active participation of each teacher and principal. It was recognized that each of the meetings should be planned using one, or more, of the following methods:

Discussion Group
Panel Discussion
Practice Session
Media Workshop
Demonstration
Question and Answer Period
Presentation by Instructor
Laboratory Analysis
Problem-Solving

Instructors outlined the following criterion to be accented during the in-service meetings:

Learning by doing
Activity, not lecture
Concrete, down-to-earth style
"Team" approach
Dramatic, instructional impact

Three meetings were scheduled for each principal and teacher at a location convenient to their base school. Announcements were sent to the individual schools. Group recorders, and group observers, were selected and invited to participate for each meeting. The "Report of the Group Recorder", and the "Feedback of the Group Observer" were returned for evaluation. Copies of "Games and Devices for Kindergarten Activities" were distributed at the January meeting. Copies of the above mentioned items will be found in the Appendix.

The following observations were a part of the report submitted by the principals' evaluation committee:

"It is the consensus of the Committee on Evaluation that the meetings have been of great value. Conclusions drawn led to the assumption that the necessity for individualized instruction in the development of skills in grade one, and reading readiness in kindergarten, make mandatory the exclusive use of the present aide services in these two areas. The discussions have been conducive to bringing about an awareness on the part of principals to the specific factors upon which the success of an aide is dependent. More effective teamwork and improvement in the services of aides should be possible in the future."

The "Feedback of Group Observers" showed that: First grade teachers expressed gratitude to teacher aides for the amount of released time. Freed from many routines and housekeeping chores, they truly had more time to teach. They further commented that aides had helped children develop positive reactions toward learning by being good listeners; in giving extra affection, by accepting all children, regardless of appearance or temperament, and helping children to develop skills and abilities. According to the teachers, teacher aides were not only helpful in giving support and encouragement to slow learners, but had often expanded their attention.

Reports from the observers of the kindergarten meetings reflected similar feelings as to the aide service. Some of their comments in summarizing and restating opinions were:

> "Aides were a great help in providing for the maximum development of individual children, and of the group as a whole."
>
> "Aides provided the teachers with a "strong right hand" in a wide variety of ways."
>
> "Aides do not bring automatic benefits. Their degree of effectiveness depends upon the team relationship that exists. A wise teacher knows and respects her aide as an individual -- her strengths, her weaknesses, her special abilities and talents. By good organization and planning together, the quality of aide service can be improved and more benefits derived by children, teacher and school."

Each of the small group in-service meetings was in the form of a workshop, practicum, and/or discussion group. The programs focused on the differentiation of roles and responsibilities implied in the use of the para-professional staff and dealt with specifics for freeing the professional teachers to make better use of their time and competence. In addition, central office administrators served as resource persons for the principals' meetings.

Opinionnaires to evaluate the in-service program were distributed to each of the 183 principals and teachers who attended one of the sectional meetings held during the month of February. Their responses were compiled and tabulated as a guide toward assessing the effectiveness of the meetings. The responses were most enthusiastic as will be seen on the summary sheets of the opinionnaire found in the Appendix.

In answer to Item I concerning the number of meetings attended, the responses show that of the 183 who were present at one of the February sessions, 21% had only attended one meeting, 39% had attended two meetings, and 34% had attended all three meetings.

Reactions to Item 2 concerning the rank order of the meeting objectives will be seen in Table 4. It is interesting to note that while 40% of the principals were most concerned with increased utilization of aides, 45% of the teachers were most concerned with improved utilization of aides. Involvement in the learning process by participants was ranked in third place. Both principals and teachers listed custom-designed content to meet their particular needs as being of fourth-ranked importance to them; with focus on ability to bring about change in behavior, rather than merely a change in knowledge coming next, and to provide opportunities to consider the changing role of the teacher being ranked last.

Tabulation of Rank Order of the Importance to Principals and Teachers of the Objectives of In-Service Meetings

(Evaluation of In-Service Meetings, Item 2)

1969 - 1970

		RANK ORDER						
A. Principals (N = 42) B. Teachers (N = 141)		1	2	3	4	5	6	NA
1. To enhance the ability and confidence of teachers and principals in utilization of teacher aides	A.	40%	30%	10%	7%	5%	0%	7%
	B.	20%	22%	16%	12%	11%	7%	9%
2. To provide interesting meetings which would fully involve the participants in the learning process	A.	5%	17%	21%	7%	19%	24%	7%
	B.	9%	16%	24%	15%	10%	16%	11%
3. To offer content that would be custom-designed to meet teachers' and/or principals' particular needs	A.	5%	5%	17%	30%	17%	19%	7%
	B.	9%	14%	9%	23%	19%	16%	11%
4. To focus on ability to bring about change in behavior rather than merely change in knowledge	A.	17%	7%	19%	17%	24%	10%	7%
	B.	2%	10%	13%	21%	25%	18%	10%
5. To explore ways of improving the best of what is now known in utilizing teacher aides	A.	29%	29%	19%	10%	7%	0%	7%
	B.	45%	21%	13%	4%	5%	3%	9%
6. To provide opportunities to consider the changing role of the teacher	A.	0%	2%	5%	21%	24%	40%	7%
	B.	4%	7%	17%	11%	19%	30%	11%

TABLE 4

In answer to Item 3, only 14% of the respondents said that they had objectives different from those planned for the meetings. A cross-section of their replies will be seen on the summary sheet.

Item 4 was concerned with the relative helpfulness of the three meetings. About 67% of the respondents listed the February session as being very helpful. The consensus of opinion was that the in-service sessions were of great help in providing an opportunity to clarify ideas, and open up new avenues toward better utilization of teacher aide service. Only a very small percentage of the participants felt that the meetings were of little help. The summary sheet gives the complete breakdown for each presentation.

Item 5 asked for reactions to the variety of approaches used by the various instructors. The most popular approach was discussion groups with the lecture being the least popular. Most participants felt that they learned most from discussion groups, which bears out the often-stated theory that pleasurable stimuli motivate increased learnings. Table 5 shows the frequency of response of the principals and teachers to the variety of approaches and methods used for the meetings.

In Item 6, the participants were asked to give an overall composite rating on the scale of 0 to 100. A graphic representation illustrating these overall ratings will be seen on Table 6. About 60% of the principals gave an overall rating of either 80 or 90, and more than 10% gave a rating of 100. While only 40% of the teachers gave ratings of 80 or 90, 15% of them gave a rating of 100. The graph indicates that about two-thirds of the participants considered the meetings to rate between 80 and 100. These results were most gratifying.

Items 7 and 8 asked for written comments concerning topics for future consideration, and general statements or criticisms. Some of the reactions to both of these items will be found on the summary sheet.

The training was well received by those who attended these specially designed meetings. Considering that they were held after-school hours, and other required meetings were scheduled for all the probationary teachers on the same dates in January and February, it was felt that attendance was very good. The percentage of attendance for principals and teachers will be seen in Table 7.

A study of the recorders' and observers' reports of the meetings shows conclusively that teacher aides have become so much a part of our classrooms that teachers consider them more than an adjunct. Aides are a vital ingredient in our total instructional program. By careful planning, and continuous updating of our approaches to good team relationships, professional teachers and responsive aides can continue to find ways to work hand-in-hand to enhance the lives of young children.

It is hoped that these 36 in-service meetings conducted by the central office staff over a three month period will have a significant impact on the participants and thus improve the climate for learning.

Reaction of Principals and Teachers to Variety of Approaches and Methods Used for In-Service
(Evaluation of In-Service Meetings - Item 5)

1969 - 1970

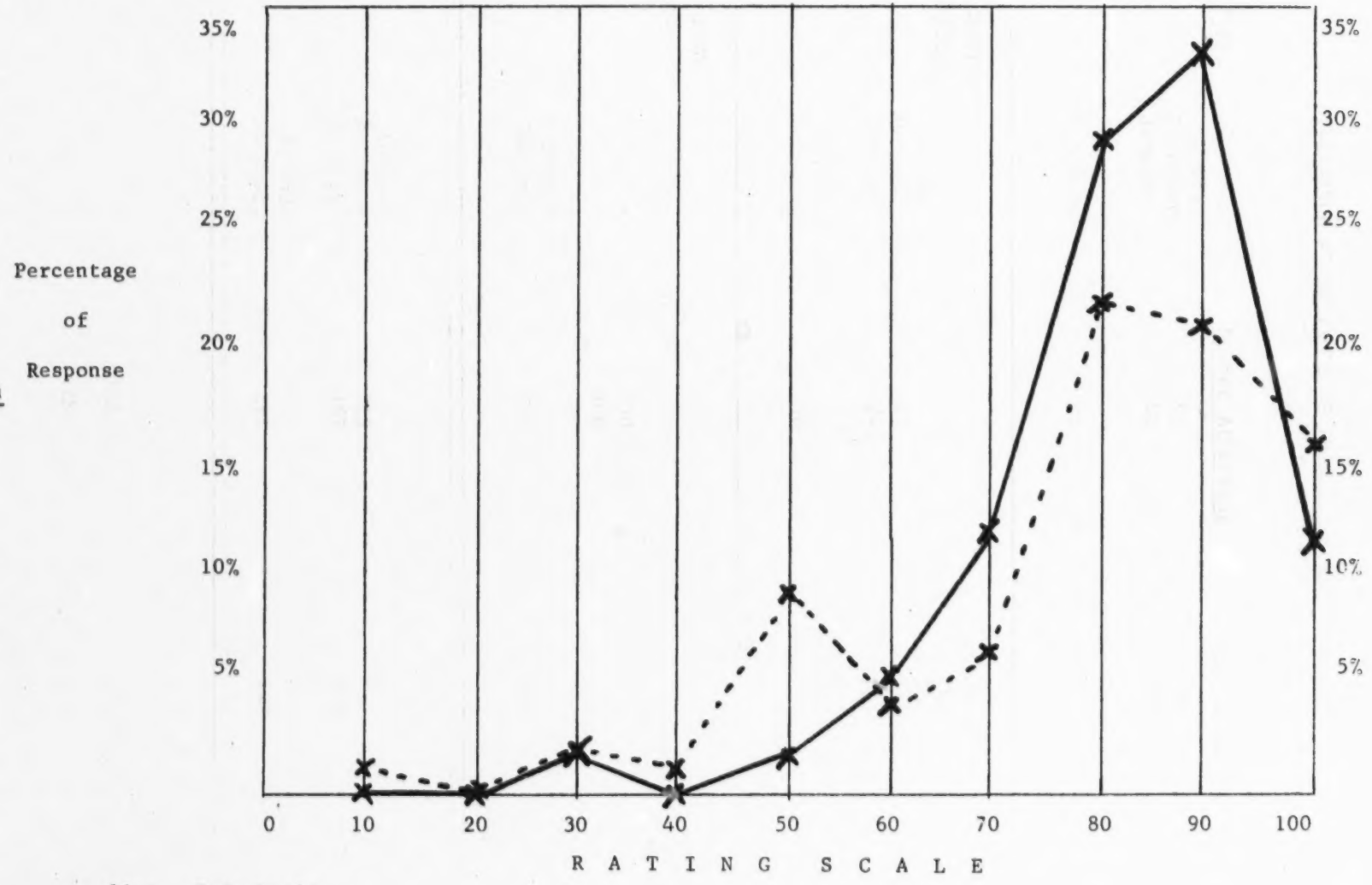
N = 183

Type of Approach	Liked Most	Liked Least	Learned Most From
Lecture	2	72	1
Lecture-discussion	23	3	11
Lecture with visual presentation	44	3	27
Workshop	7	0	8
Question-answer periods	12	3	18
Discussion	49	7	39
Panel Discussion	10	11	7
Demonstration	16	0	20
Laboratory Analysis	0	1	1
Problem-solving	7	3	4
No Answer	13	80	47

TABLE 5

OVERALL RATING OF MEETINGS BY PRINCIPALS AND TEACHERS

(Evaluation of In-Service Meetings - Item 6)



_____ line - Principals

------- line - Teachers

TABLE 6

PROJECT TEACHER AIDE
In-Service Meetings
1969 - 1970

ATTENDANCE AT MEETINGS OF PRINCIPALS AND TEACHERS

		Number Attending	Percentage
PRINCIPALS			
	(N=61)		
	December	42	69%
	January	43	70%
	(N=66)		
	February	44	67%
KINDERGARTEN TEACHERS			
	(N=70)		
	December	41	58%
	January	24	34%
	(N=80)		
	February	30	38%
FIRST GRADE TEACHERS			
	(N=253)		
	December	130	51%
	January	100	40%
	(N=284)		
	February	117	41%
TOTAL			
	(N=384)		
	December	213	55%
	January	167	43%
	(N=430)		
	February	191	44%

TABLE 7

3. In March, an intensive two-day training program was conducted for twelve newly-assigned aides. See the attached copies in the Appendix of the In-Service Program for Newly-Assigned Aides, and In-Service Hand-out Materials for Aides. The discussion topics included an overview of the teacher aide program, the general objectives, guidelines and policies, functions and routine duties of aides, team relationships and rapport, suggestions for working with children, and the characteristics of young children at the ages of five and six. Considerable attention was given to basic-on-the-job skills, including suggestions for assisting with the reading program, suggested games and devices for the extension of reading skills and for kindergarten activities, guides for telling a successful story, tips for attractive bulletin boards, bridging activities, and manuscript writing.

   Various methods of presentation were used: lectures with visual presentations, discussions, workshop experiences, practice sessions, and reports by successful, experienced teacher aides. Many audio-visual aids were employed, such as, filmstrips, color slides taken in one of our classrooms, with commentary given by the aide shown at work, and tape recordings made by teachers and aides to emphasize the effectiveness of teacher aide service. Color pictures of aides performing various types of supportive services were used to illustrate a tape recording. The original presentation was given by a member of the administrative staff who projected ten gifts that teacher aides bring to the instructional program in their various classroom assignments.

   The response of the aides to this training program was very enthusiastic. It is believed that they returned to their jobs better equipped to give the children special attention on a small group basis, and to assist the children in more meaningful learning experiences.

   Teacher aides were asked about the areas in which they would have liked more training, as will be seen in the Teacher Aide Questionnaire Summary Sheet, Item 7.

   A majority of teacher aides apparently feel the need for more training in the use of audio-visual aids.

   Aides also would like more training in working with an individual child, or group of children, during group instruction; more knowledge in regard to the aide's role in relation to the parents and the homes of children; additional training in preparing instructional materials.

4. Tests were administered to a random sampling of classes in the teacher aide program. The testing program, and the evaluation of the results, is described in the response to question no. 3 on pages 3-6.

5. The major basis for assessing the nature and effectiveness of the teacher aide program was the subjective data gathered from the four questionnaires directed to 66 principals, 368 teachers, and 201 aides participating in the program, and a large sampling of 1,104 parents. Responses were compiled and summarized,

as will be seen on the summary sheets of the questionnaires found in the Appendix. Extensive review was made of all responses to questions on the four evaluation questionnaires to evaluate teacher aides, and how principals, teachers, and parents feel about the utilization of aides. As a result of careful examination of these responses it was possible to obtain an overall evaluation of how the program is operating and what can be done to make it more effective. Each participant returned his questionnaire, which provided information for evaluating the program from 100% of those who are involved in the program.

6. An evaluation of the performance of each teacher aide was made by the teacher and the principal in her assigned school. Evaluations were returned in January and May, 1970, for all teacher aides assigned to the program. A sample of the evaluation form used to rate teacher aides will be found in the Appendix. Only two aides were terminated during the program for unsatisfactory performance of duties.

7. In addition to classroom and school visitations to observe how the program was functioning, many conferences and informal meetings were held with the principals and teachers when help was needed to improve the effectiveness of aides, and the over-all operation of the program. Staff services included most of the activities as will be seen in the Handbook for Instructors and Administrators, page 18 and 19, which will be found in the Appendix.

8. Principals were asked to generalize about the effectiveness of Project Teacher Aide in enhancing educational opportunities, experiences, achievement, and general attitudes toward education. See the Principal Evaluation Questionnaire, Item 2, for some of their responses.

   Other responses from principals included the following:

   "The teacher aide program has a long range built-in advantage. The self-concept of the child is developed. This cannot be measured. The child finds out someone has time for him. He is treated as an individual; therefore, the child is at ease in his environment. Being free, the child can question, and this is one avenue to learning. Education is introduced to him in a friendly atmosphere."

   "The Project Teacher Aide Program assists us in individualizing the instructional program. Frequently I observe the teacher aide working with small groups, but actually giving varied and individual attention to each child in the group. There are times when group members are working on diverse materials."

   "The aides work with individual children who are having reading difficulties. We have found that these children improve in reading. This is true in other learning areas also."

   "The Division of Instruction Elementary School Evaluation Team observed the positive contributions of our teacher aides in enhancing the instructional program. Our teacher aides have been most helpful in the development of classroom instructional charts and other devices."

"I do not really know what our teachers would do without the teacher aides. They are a great asset in all routine matters; in seatwork and room preparation; in decorating; in helping individual pupils who are in need of special attention; in the care and use of supplies; in handling lunch checks; and in assisting with yard and cafeteria duty."

"This school had the advantage of having experienced teacher-aides, particularly three who had been in this school at least two years previously, knew the problems of the school, the needs of the children, the expectations of the teachers, and had their own special talents to add to their experience. Our children were given better educational opportunities and experiences. Individual achievement was enhanced considerably."

"Having teacher aides in the classroom greatly enhances the effectiveness of the teacher by freeing her from routine matters, and in allowing her more time for creative instructional activities."

"Teacher aides were very effective in our school, particularly in the area of reading in the kindergarten and first grade levels. When tested at the end of the year, the first grade children showed remarkable progress in reading. The teacher aides completed many projects that served to help pupils make exceptional progress in the area of reading."

9. Teachers were asked to describe an activity which led them to develop and implement Project Teacher Aide activities and/or objectives. See the Teacher Evaluation Questionnaire, Item 6, for a composite list of topics which were included in their comments.

   Some of their responses were:

"This session my class was composed primarily of pupils who had no previous school experience. We were struggling through our extended readiness period with some pupils woefully lacking in comprehension. After the aide was assigned she was able to work with five of the slowest ones. Individual practice using games and reteaching exercises helped better prepare these children for readiness in reading, and general adjustment to a classroom situation."

"Of course all activities that were done in the classroom allowed me to develop and implement Project Teacher Aide objectives, but one in particular was the objective that enabled me to use a greater variety and quality of instructional materials. During my nine years of teaching, I have collected and purchased a variety of good instructional materials, which I have never been able to use thoroughly. By having an aide, I was able to use these materials this year."

"Having a teacher aide to supervise independent pupil study or work was most effective, especially with slow learners. I have seen evidence of a child becoming more confident, and independent in his work habits, with the constant supervision provided by the aide."

"I sought opportunities for the aide to give needed pupils more individual attention. The aide assisted me in understanding the language usage of my pupils. At times, my first graders were not able to follow the usual directives in work. Additional individual help was given by the aide. So she helped me understand them, and helped them to better understand me. Once we got used to each other there was better communication."

"An activity which led me to develop and implement Project Teacher Aide activities was the making of a booklet for each child titled'All About Me'. The aide worked with the children, assisting them in drawing, coloring, cutting, layout and printing. When the booklets were finally bound, the children's pride (self-pride) knew no bounds."

"Work with a small group of children to reinforce the basal reading lesson led me to implement Project Teacher Aide activities and objectives. After I present and develop the lesson for the day, extended activities are undertaken by the aide to review and reinforce a particular skill."

"Practically every activity in the classroom involves my aide. She fits into almost every classroom situation. For example, whenever a story is being told and some children lose interest, she engages them in another activity. This works perfectly -- in the end everybody's happy."

"When the children are working with clay it is very necessary to give them freedom; however, supervision and guidance are needed for optimum results. The teacher aide, working with a small group, can help the children develop good work habits."

"In conjunction with our unit on plants, the aide helped the children plant their pop-corn seeds, and kept records of seeds planted by each child. She assisted the children in watering, and caring for their plants."

"My aide made many reading devices and helped the children to use them. This has resulted in an increase in the use of self-help materials which I think has been of great benefit to the class."

"As a result of attending Project Teacher Aide in-service meetings, I was encouraged and motivated to build more reading games and devices. My aide and I were able to make some of the suggested games, along with a few others we created ourselves."

10. Teacher aides were asked why they liked being a teacher aide. Typical responses were:

"I enjoy working with small children and seeing them grow. I'm learning new ways and methods to help a child learn to read. The most challenging aspect of my work is being successful in making materials to enhance the reading program, and seeing the children use and enjoy them."

"As an aide, I find my activities both rewarding and challenging. The challenge is in recognizing the need, the reward when the child responds."

"When a child holds my hand, or hugs me and lets me know he considers me a friend, I feel very pleased. Perhaps the greatest challenge is trying to reach slow children. I like being able to help a child make a little more progress, or perhaps to think a little better of himself."

11. The overall effect of the teacher aide program has been a very positive one. Teachers continue to indicate that the teacher aides provide meaningful assistance to the instructional program, and principals recommend that an increase in their services is highly desirable.

(c) List any recommendations which will be incorporated in next year's activity or that will benefit others implementing an activity similar to this one.

1. Since teachers continue to indicate that the teacher aides provide meaningful assistance to the instructional program, it is recommended that we continue the same teacher aide services for kindergarten and first grade teachers as provided in the 69-70 budget which provided for assignment of aides on the basis of one five-hour aide for two teachers.

2. Consideration should be given to the assignment of aides at the beginning of the school year. This would make it possible to improve services to teachers and to retain experienced aides who need full-time work.

3. It is recommended that the coordinator for in-service be continued since additional opportunities for in-service training should be provided for aides, in addition to orientation and training programs for new aides. Also, teachers should be given more training and guidance in using the services of the aides, especially the newly-appointed and/or newly-assigned teachers to Title I schools.

4. Consideration should be given to employing more teacher aides in certain schools, and extending the program to the second and third grades so that more children and teachers would benefit from the aides' services. This would make it possible to better determine the effects of teacher aide services on pupils who have had these benefits for a longer period of time, and to make an analysis of their personal and social growth, as well as to provide data concerning pupil achievement. By extending the program to other grade levels, more teachers would be provided with relief from yard and cafeteria duty.

5. It is recommended that the number of aides be increased to include an instructional aide, or audio-visual aide, for upper-grade teachers who are participating in team-teaching programs.

6. Additional consideration should be given to employment on a monthly basis for the experienced teacher aides who have an excellent rating, or provide some type of fringe benefit, such as paid holidays, or three to five days for sick leave.

APPENDIX

PROJECT TEACHER AIDE

In-Service Meetings For Principals

Time: 3:45 p.m. - 4:45 p.m.

Place: Lafayette School
2727 South Carrollton Avenue

Dates: December 12, 1969
January 26, 1970
February 26, 1970

Instructor: Miss Mary J. Capra, Principal Auditorium
McDonogh No. 16 School

Audubon
Bauduit
Benjamin
Chester
Couvent
Danneel No. 2
Dunbar
Fisk
Frantz
Herney
Hoffman
Howard No. 2
Jefferson
Johnson
Jones
Lafayette
Lafon
Lee
McDonogh No. 6
McDonogh No. 7
McDonogh No. 16
McDonogh No. 24
McDonogh No. 37
Palmer
Ricard
Rogers
Semmes
Shaw
Wilson

PROJECT TEACHER AIDE

In-Service Meetings For Principals

Time: 3:45 p.m. - 4:45 p.m.

Place: Craig School
1423 St. Philip Street

Dates: December 8, 1969
January 29, 1970
February 25, 1970

Instructor: Mrs. Maude D. Crocker, Principal Library
Craig School

Craig	Macarty
Davis	McDonogh No. 10
Dunn	McDonogh No. 11
Edwards	McDonogh No. 19
Fischer	McDonogh No. 30
Guste	McDonogh No. 32
Hardin	McDonogh No. 36
Henderson	McDonogh No. 38
Jackson	McDonogh No. 40
Laurel-McDonogh No. 1	McDonogh No. 42
Lawless	Moton
Lawton	Rosenwald
Lewis	Schwarz
Live Oak	Wheatley
Lockett	Williams

PROJECT TEACHER AIDE

In-Service Meetings For Kindergarten and First Grade Teachers

Time: 3:45 p.m. - 4:45 p.m.

Place: Craig School
1423 St. Philip Street

Dates: December 8, 1969
January 29, 1970
February 25, 1970

Instructors: Kindergarten teachers
Mrs. Mary Sue J. Ross Room 100 A
Craig School

First grade teachers
Mrs. Ann Lindsey Room 203
Craig School

Miss Carolyn T. Weber Room 303
Williams School

	No. of Kdg. Teachers	No. of First Grade Teachers
Craig	3	11
Fischer	2	5
Guste	2	5
Henderson	2	5
Jackson	0	6
Laurel-McDonogh No. 1	2	6
Lawton	0	2
Lewis	1	5
Live Oak	0	2
McDonogh No. 10	1	2
McDonogh No. 11	0	3
McDonogh No. 30	0	2
McDonogh No. 32	2	4
McDonogh No. 36	2	5
McDonogh No. 38	0	4
Rosenwald	0	1
Schwarz	0	2
Wheatley	2	5
Williams	0	3
Totals	19	78

PROJECT TEACHER AIDE

In-Service Meetings For Kindergarten and First Grade Teachers

Time: 3:45 p.m. - 4:45 p.m.

Place: Edwards School
3039 Higgins Boulevard

Dates: December 11, 1969
January 28, 1970
February 23, 1970

Instructors: Kindergarten teachers
Mrs. Beryl Richardson Room 117
Lawless School

First grade teachers
Mrs. Helen Furr Room 126
Jones School

Mrs. Evelyn J. Haywood Room 122
Edwards School

Mrs. Bobby A. Williams Room 132
McDonogh No. 19 School

	No. of Kdg. Teachers	No. of First Grade Teachers
Couvent	1	4
Davis	2	4
Dunn	2	8
Edwards	2	8
Frantz	1	5
Hardin	2	7
Jones	3	10
Lawless	4	8
Lockett	2	8
Macarty	2	7
McDonogh No. 16	0	2
McDonogh No. 19	1	4
McDonogh No. 37	0	4
McDonogh No. 40	1	0
McDonogh No. 42	2	5
Moton	2	6
Palmer	1	0
Rodgers	1	3
Semmes	1	3
Shaw	0	4
Totals	30	100

PROJECT TEACHER AIDE

In-Service Meetings For Kindergarten and First Grade Teachers

Time: 3:45 p.m. - 4:45 p.m.

Place: Lafayette School
2727 South Carrollton Avenue

Dates: December 12, 1969
January 26, 1970
February 26, 1970

Instructors: Kindergarten teachers
Mrs. Enola T. Becnel — Faculty Room
Dunn School

First grade teachers
Mrs. Alice G. Bowman — Room 28
Laurel-McDonogh #1 School

Mrs. Jennie Langham — Room 29
Frantz School

	No. of Kdg. Teachers	No. of First Grade Teachers
Audubon	0	2
Bauduit	1	3
Benjamin	1	3
Chester	1	3
Dammert No. 2	2	5
Dunbar	1	6
Fisk	0	1
Harney	1	2
Hoffman	1	5
Howard No. 2	0	2
Jefferson	0	2
Johnson	2	5
Lafayette	1	4
Lafon	3	10
Lee	1	5
McDonogh No. 6	1	1
McDonogh No. 7	1	2
McDonogh No. 24	1	3
Rizard	2	4
Wilson	1	5
Total	21	73

IN-SERVICE MEETING

For Principals

Craig Elementary School
7429 Gr[illegible] Street

[illegible]day, December 8, 1969

3:45 P.M.

[illegible]

Dr. Alton W. [illegible]

[illegible]

(Guides on How to Use Aides Efficiently)

[illegible]
Division of Instruction
December, 1969

I N - S E R V I C E M E E T I N G S

For Kindergarten and First Grade Teachers

Craig Elementary School
1423 St. Philip Street

Monday, December 8, 1969

3:45 P.M.

Instructor For Kindergarten Teachers:

Mrs. Mary Sue J. Ross
Room 100 A

Instructors For First Grade Teachers:

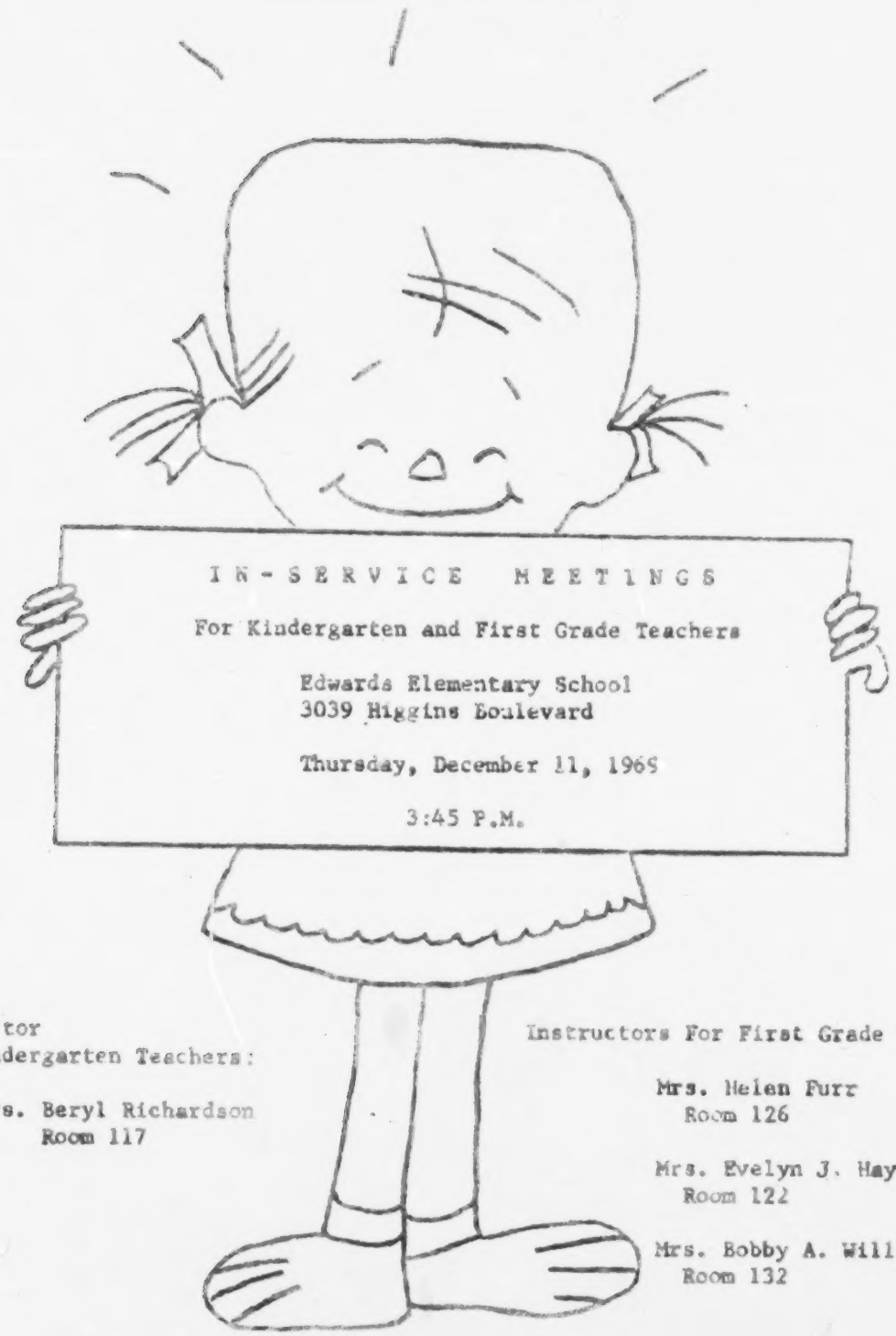
Mrs. Ann Lindsey
Room 203

Miss Carolyn T. Weber
Room 303

Topic: Activities Which Are Appropriate For Teacher Aides
(Guides on How to Use Aides Efficiently)

Department of Elementary Education
Division of Instruction
December, 1969

PLEASE POST IN FACULTY ROOM



Instructor
For Kindergarten Teachers:

Mrs. Beryl Richardson
Room 117

Instructors For First Grade Teachers:

Mrs. Helen Furr
Room 126

Mrs. Evelyn J. Haywood
Room 122

Mrs. Bobby A. Williams
Room 132

Topic: Activities Which Are Appropriate For Teacher Aides
(Guides on How to Use Aides Efficiently)

Department of Elementary Education
Division of Instruction
December, 1969

PLEASE POST IN FACULTY ROOM

IN-SERVICE MEETING

For Principals

Lafayette Elementary School
2727 South Carrollton Avenue

Friday, December 12, 1969

3:45 P.M.

Instructor:

Miss Mary J. Capra
Auditorium

Resource Person:

Dr. M. F. Rosenberg, Jr.

Topic: Activities Which Are Appropriate For Teacher Aides
(Guides on How to Use Aides Efficiently)

Department of Elementary Education
Division of Instruction
December, 1969

PLEASE POST IN FACULTY ROOM

IN-SERVICE MEETINGS

For Kindergarten and First Grade Teachers

Lafayette Elementary School
2727 South Carrollton Avenue

Friday, December 12, 1969

3:45 P.M.

Instructor For Kindergarten Teachers:

Mrs. Enola T. Becnel
Faculty Room

Instructors For First Grade Teachers:

Miss Alice G. Bowman
Room 28

Mrs. Jennie Langham
Room 29

Topic: Activities Which Are Appropriate For Teacher Aides
(Guides on How to Use Aides Efficiently)

Department of Elementary Education
Division of Instruction
December, 1969

PLEASE POST IN FACULTY ROOM

Instructor.

Miss Mary J. Capra
Auditorium

Resource Person:

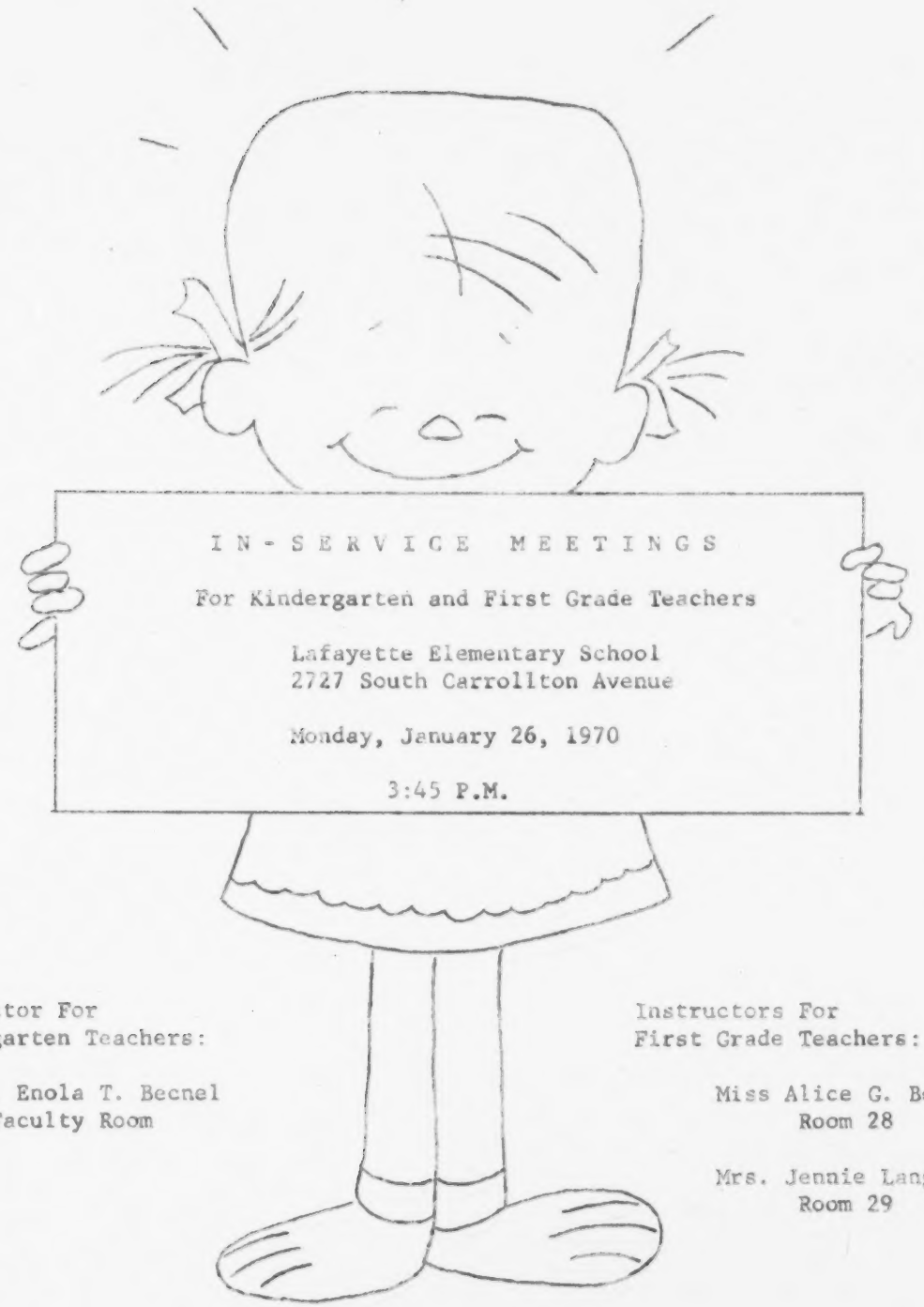
Miss Rita M. Ducamus

Topic: Responsibilities For Guiding and Supervising Aides
(Major Concerns of Teachers and Principals in Working With Teacher Aides)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
January, 1970

PLEASE POST IN FACULTY ROOM



IN-SERVICE MEETINGS

For Kindergarten and First Grade Teachers

Lafayette Elementary School
2727 South Carrollton Avenue

Monday, January 26, 1970

3:45 P.M.

Instructor For
Kindergarten Teachers:

Mrs. Enola T. Becnel
Faculty Room

Instructors For
First Grade Teachers:

Miss Alice G. Bowman
Room 28

Mrs. Jennie Langham
Room 29

Topic: Responsibilities For Guiding and Supervising Aides
(Major Concerns of Teachers and Principals in Working With Teacher Aides)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
January, 1970

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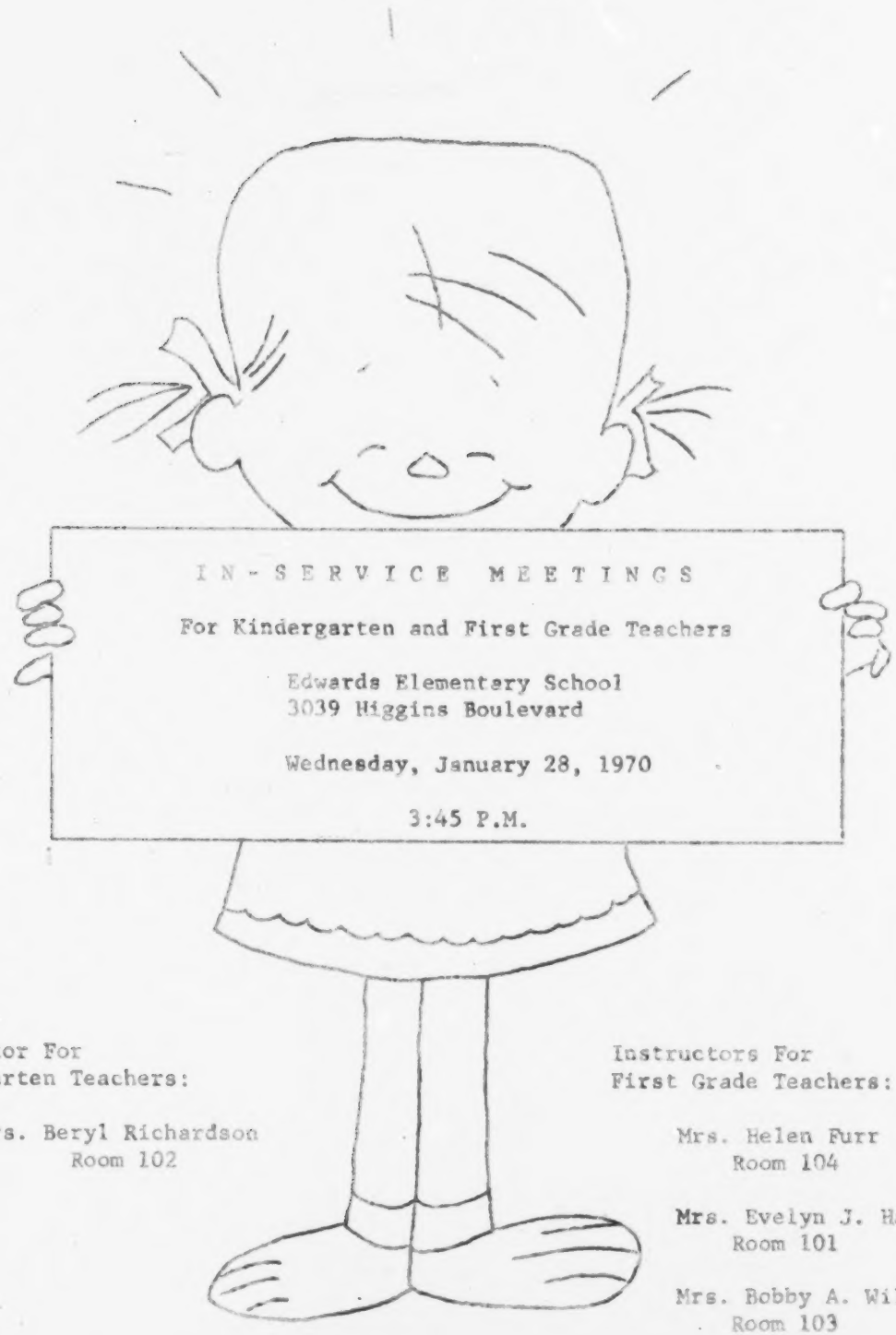


I N - S E R V I C E M E E T I N G S

For Kindergarten and First Grade Teachers

Edwards Elementary School
3039 Higgins Boulevard

Wednesday, January 28, 1970

3:45 P.M.

Instructor For
Kindergarten Teachers:

Mrs. Beryl Richardson
Room 102

Instructors For
First Grade Teachers:

Mrs. Helen Furr
Room 104

Mrs. Evelyn J. Haywood
Room 101

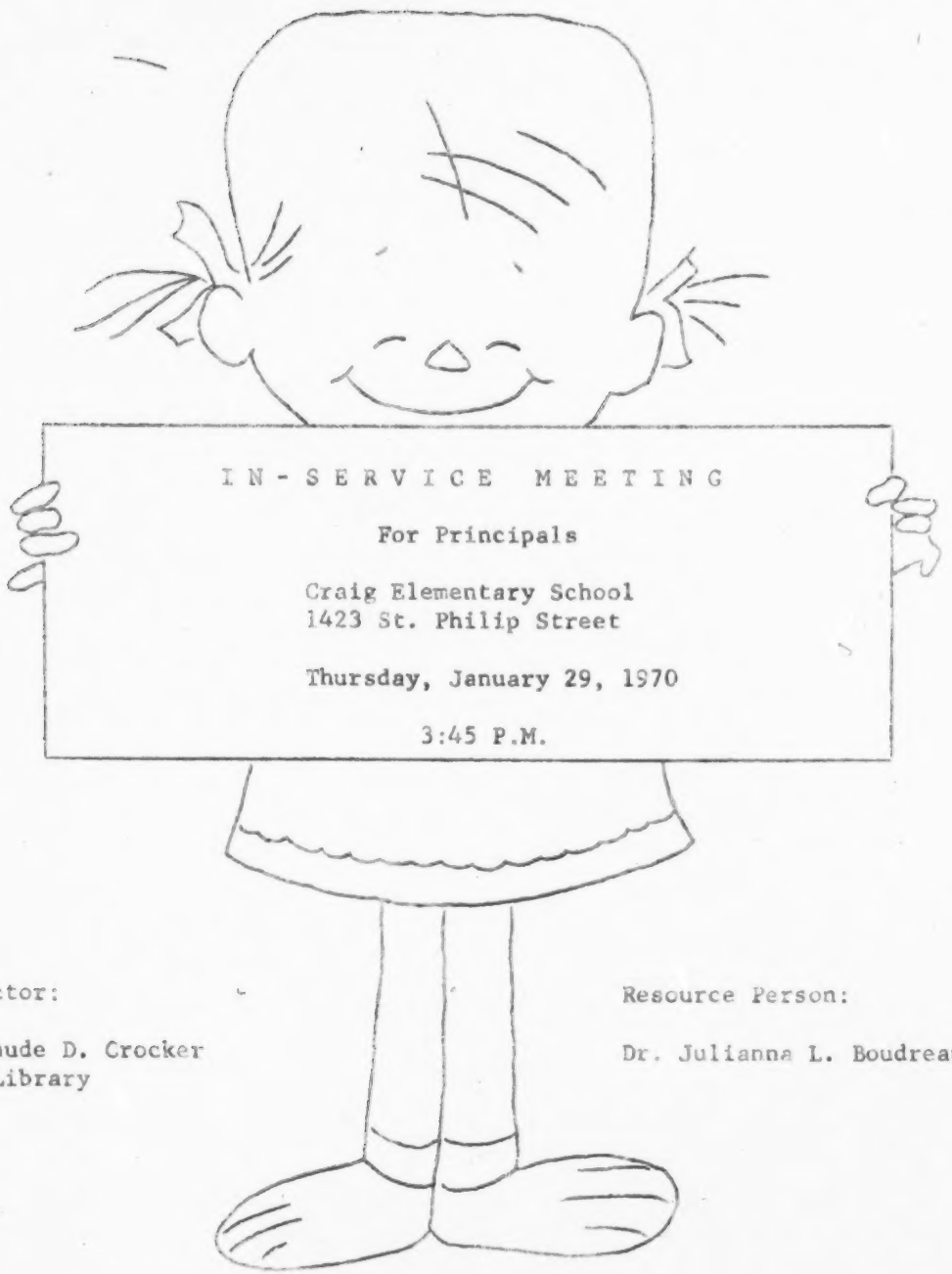
Mrs. Bobby A. Williams
Room 103

Topic: Responsibilities For Guiding and Supervising Aides
(Major Concerns of Teachers and Principals in Working With Teacher Aides)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
January, 1970

PLEASE POST IN FACULTY ROOM



I N - S E R V I C E M E E T I N G

For Principals

Craig Elementary School
1423 St. Philip Street

Thursday, January 29, 1970

3:45 P.M.

Instructor:

Mrs. Maude D. Crocker
Library

Resource Person:

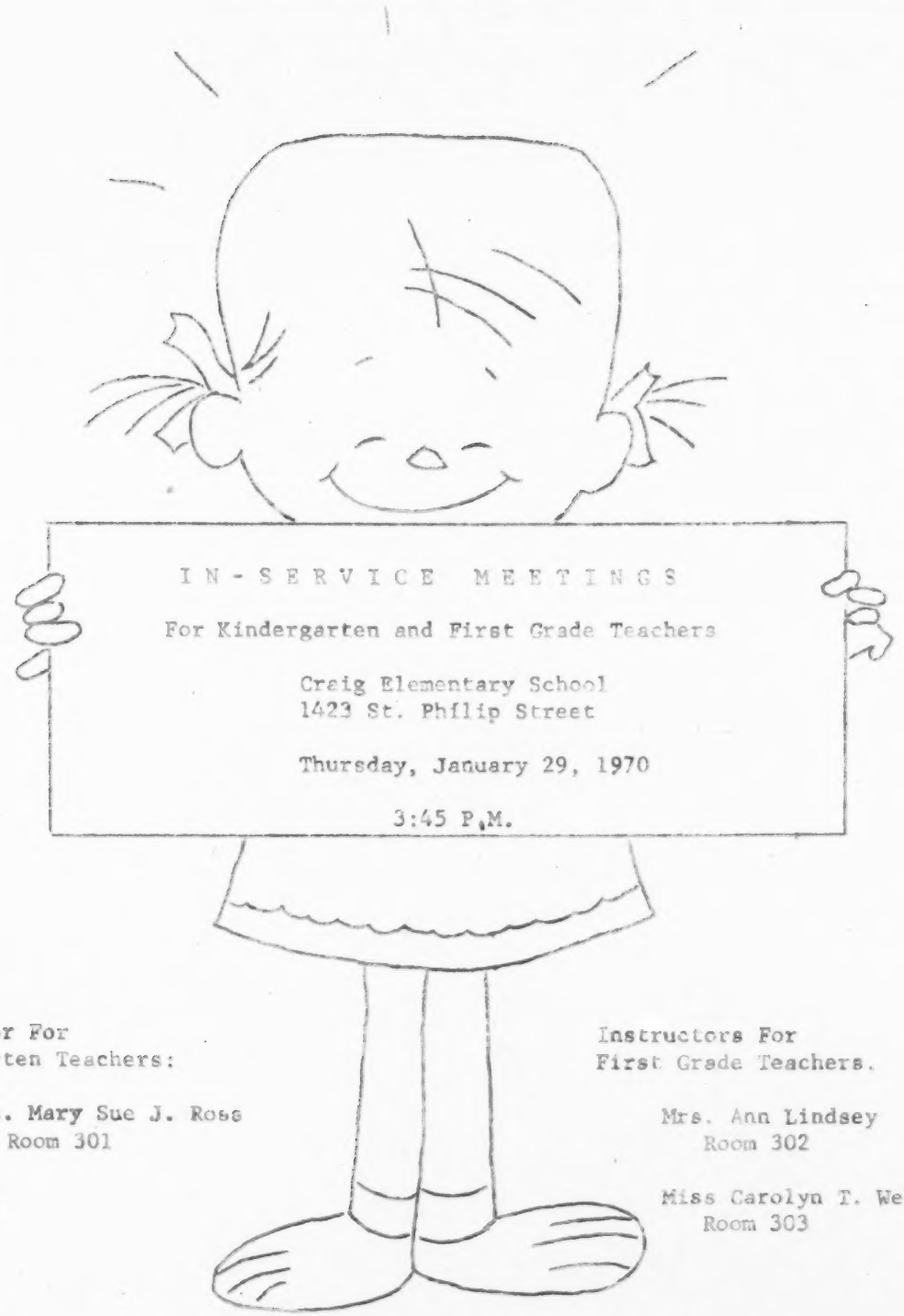
Dr. Julianna L. Boudreaux

Topic: Responsibilities For Guiding and Supervising Aides
(Major Concerns of Teachers and Principals in Working With Teacher Aides)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
January, 1970

PLEASE POST IN FACULTY ROOM


I N - S E R V I C E M E E T I N G S
For Kindergarten and First Grade Teachers
Craig Elementary School
1423 St. Philip Street
Thursday, January 29, 1970
3:45 P.M.

Instructor For
Kindergarten Teachers:

Mrs. Mary Sue J. Ross
Room 301

Instructors For
First Grade Teachers.

Mrs. Ann Lindsey
Room 302

Miss Carolyn T. Weber
Room 303

Topic. **Responsibilities For Guiding and Supervising Aides**
(Major Concerns of Teachers and Principals in Working With Teacher Aides)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
January, 1970

PLEASE POST IN FACULTY ROOM

IN-SERVICE MEETINGS

For Kindergarten and First Grade Teachers

Edwards Elementary School
3039 Higgins Boulevard

Monday, February 23, 1970

3:45 P.M.

Instructor For
Kindergarten Teachers:

Mrs. Beryl Richardson
Room 102

Instructors For
First Grade Teachers:

Mrs. Helen Furr
Room 104

Mrs. Evelyn J. Haywood
Room 101

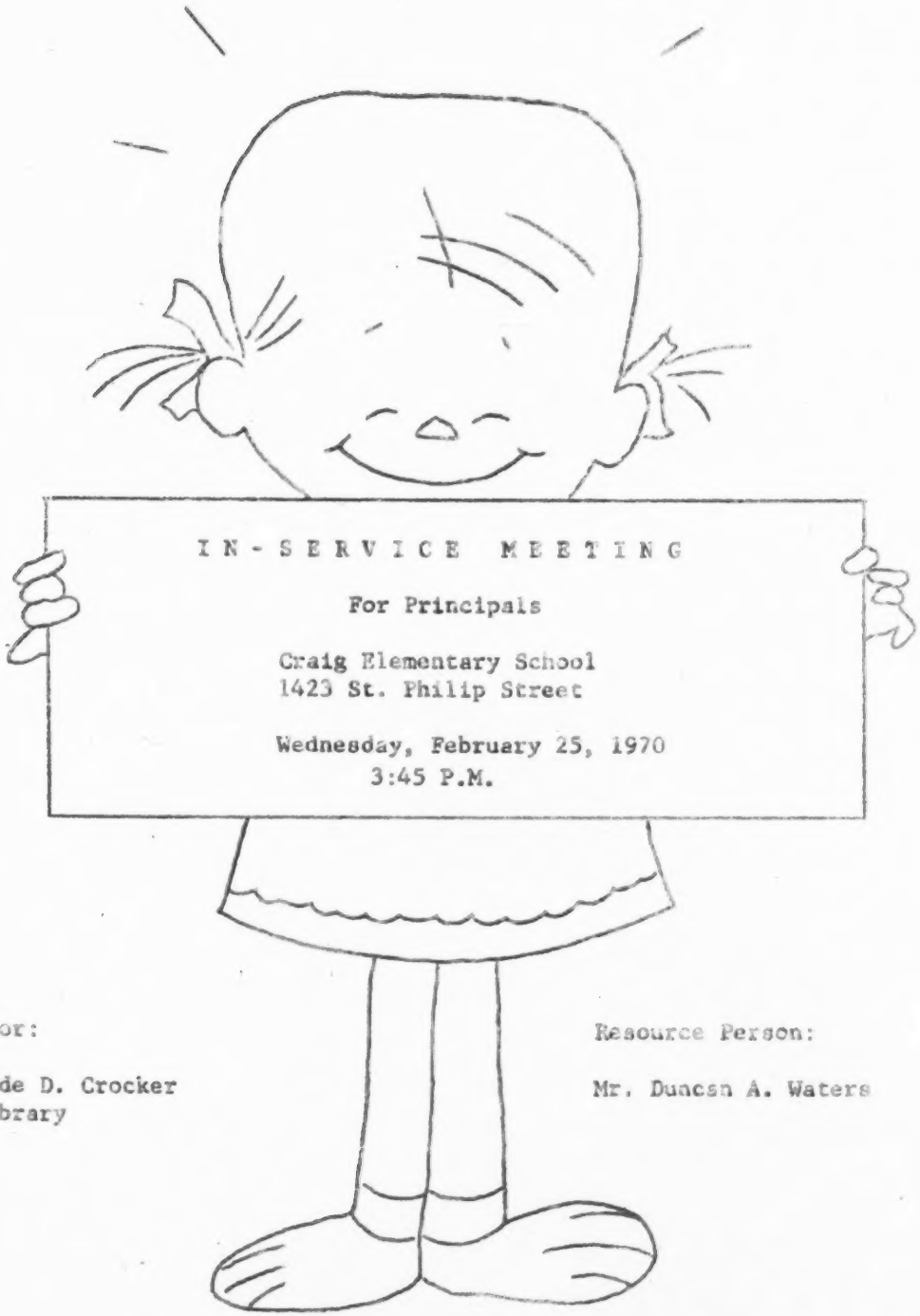
Mrs. Bobby A. Williams
Room 103

Topic: Ways in Which Aides Affect the Quality of Instruction in A Positive Way (Suggestions for Guiding Aides Toward Specific Goals or Tasks)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
February, 1970

PLEASE POST IN FACULTY ROOM



Instructor:

Mrs. Maude D. Crocker
Library

Resource Person:

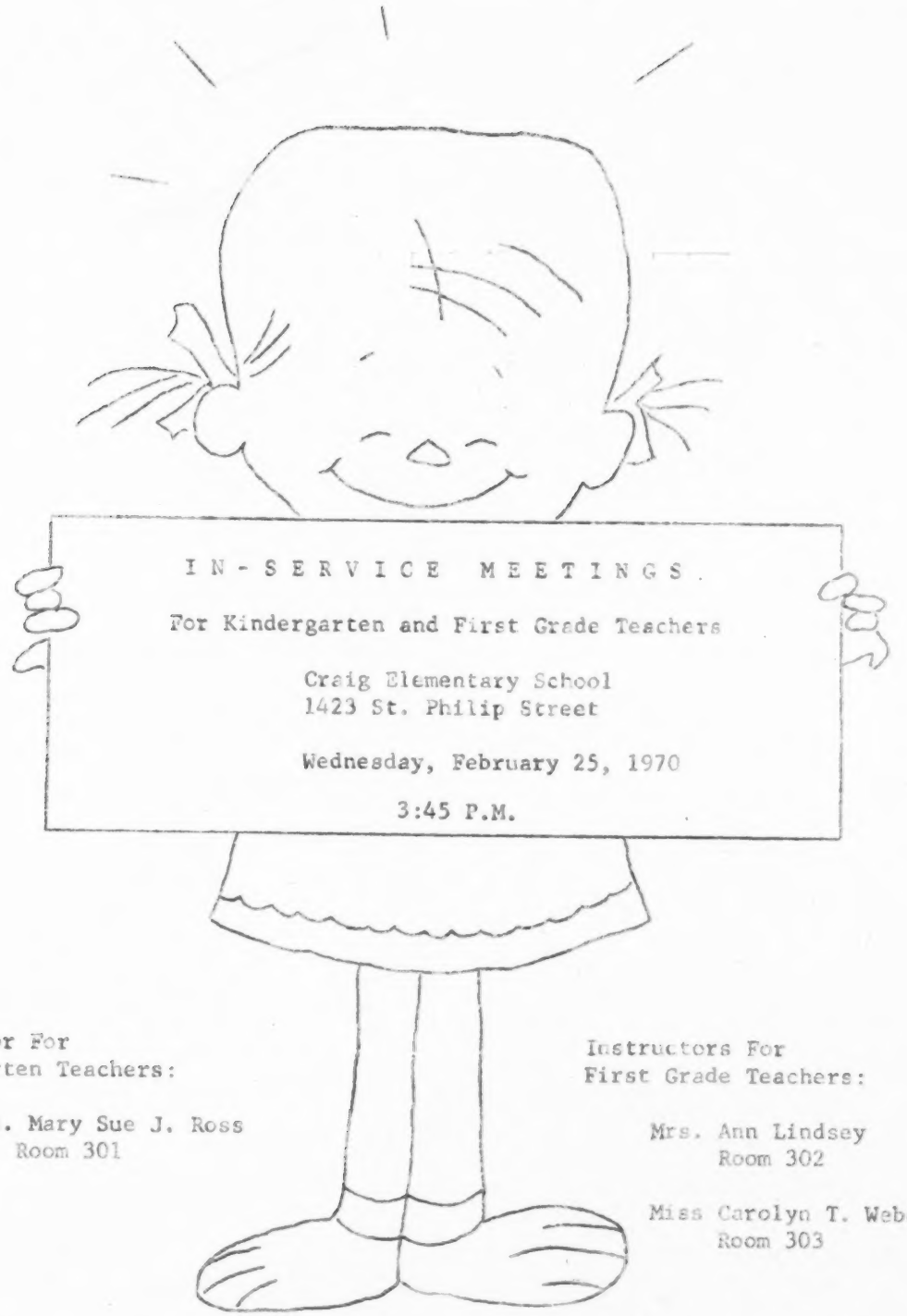
Mr. Duncan A. Waters

Topic: Ways in Which Aides Affect the Quality of Instruction in A Positive Way
(Suggestions for Guiding Aides Toward Specific Goals or Tasks)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
February, 1970

PLEASE POST IN FACULTY ROOM



IN-SERVICE MEETINGS

For Kindergarten and First Grade Teachers

Craig Elementary School
1423 St. Philip Street

Wednesday, February 25, 1970

3:45 P.M.

Instructor For
Kindergarten Teachers:

Mrs. Mary Sue J. Ross
Room 301

Instructors For
First Grade Teachers:

Mrs. Ann Lindsey
Room 302

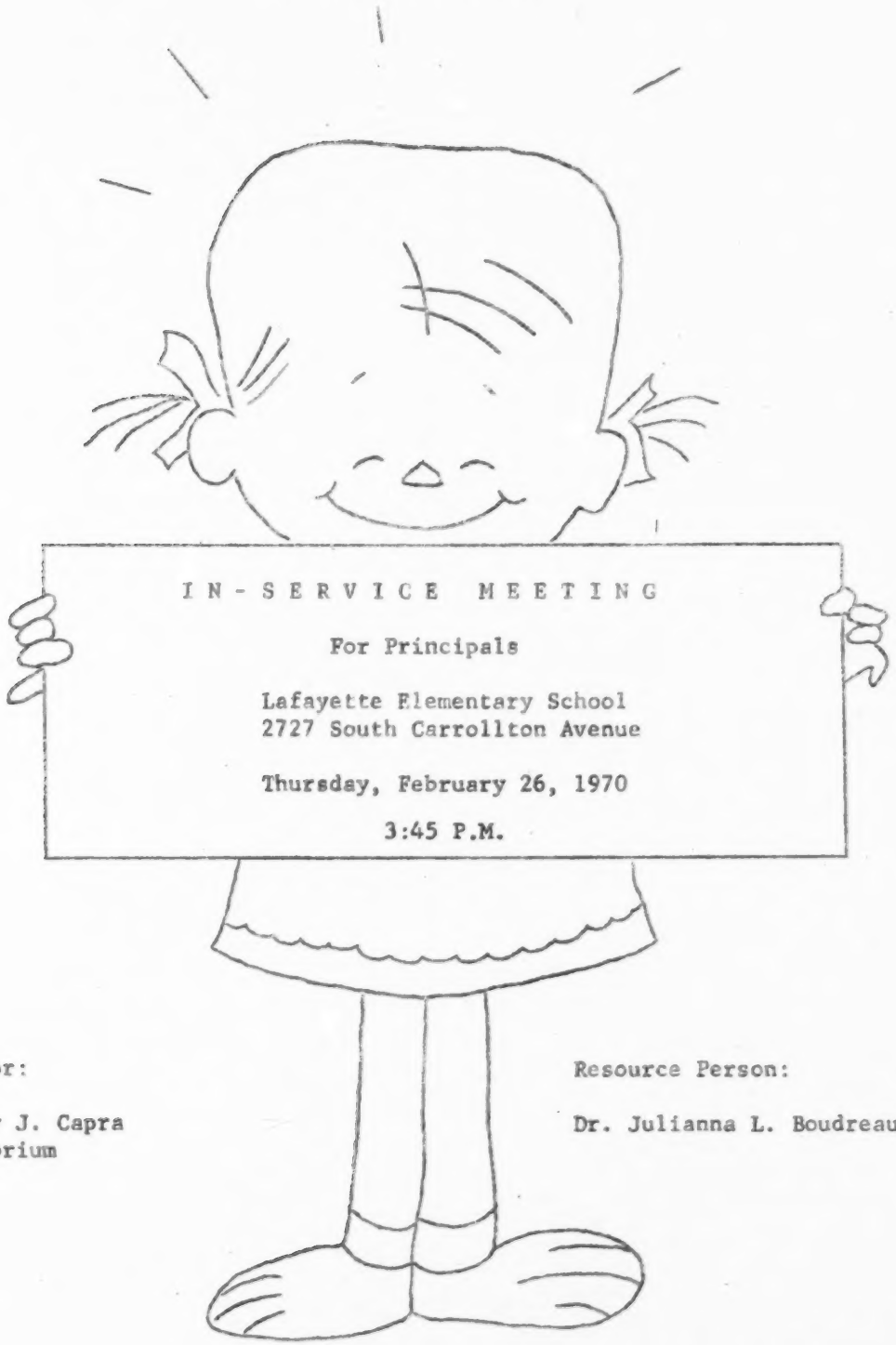
Miss Carolyn T. Weber
Room 303

Topic: Ways in Which Aides Affect the Quality of Instruction in A Positive Way
(Suggestions for Guiding Aides Toward Specific Goals or Tasks)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
February, 1970

PLEASE POST IN FACULTY ROOM



I N - S E R V I C E M E E T I N G

For Principals

Lafayette Elementary School
2727 South Carrollton Avenue

Thursday, February 26, 1970

3:45 P.M.

Instructor:

Miss Mary J. Capra
Auditorium

Resource Person:

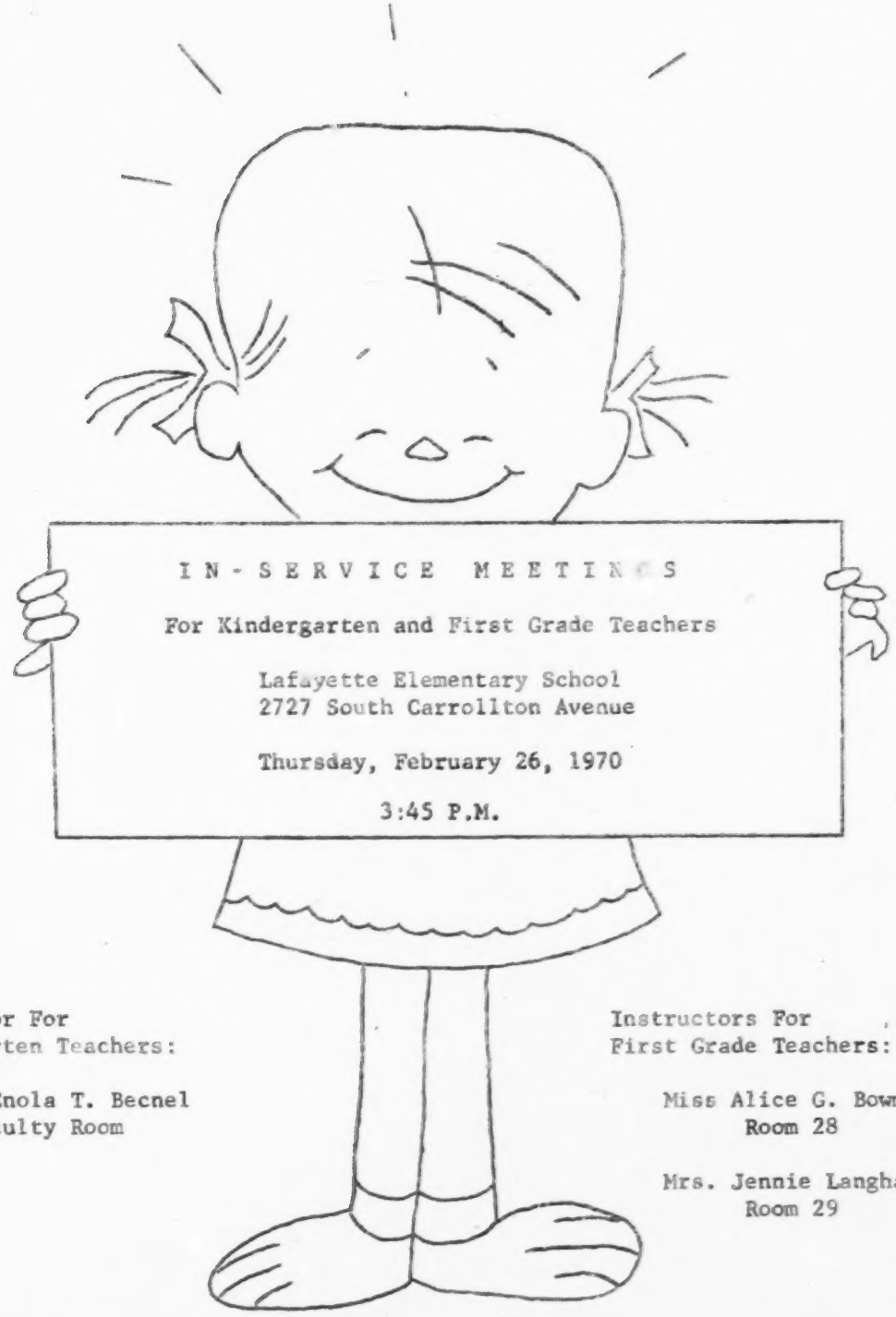
Dr. Julianna L. Boudreaux

Topic: Ways in Which Aides Affect the Quality of Instruction in A Positive Way
(Suggestions for Guiding Aides Toward Specific Goals or Tasks)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
February, 1970

PLEASE POST IN FACULTY ROOM



Instructor For
Kindergarten Teachers:

Mrs. Enola T. Becnel
Faculty Room

Instructors For
First Grade Teachers:

Miss Alice G. Bowman
Room 28

Mrs. Jennie Langham
Room 29

Topic: Ways in Which Aides Affect the Quality of Instruction in A Positive Way
(Suggestions for Guiding Aides Toward Specific Goals or Tasks)

Project Teacher Aide
Department of Elementary Education

Division of Instruction
February, 1970

PROJECT TEACHER AIDE

GROUP RECORDERS

In-Service Meetings

December, 1969

Kindergarten Teachers

Meeting Place	Recorder	School	Instructor	Room
Edwards	Mrs. Lillian Dickinson	Palmer	Mrs. Beryl Richardson	117
Craig	Mrs. Rhoda R. Stipe	Laurel-McD.	Mrs. Mary Sue J. Ross	100 A
Lafayette	Mrs. Grace Steckler	Lafayette	Mrs. Enola T. Becnel	Faculty Room

First Grade Teachers

Meeting Place	Recorder	School	Instructor	Room
Edwards	Miss Helena Hannan	Davis	Mrs. Helen Furr	126
Edwards	Miss Florilda L. Moore	Frantz	Mrs. Evelyn J. Haywood	122
Edwards	Miss Martha Chaney	Semmes	Mrs. Bobby A. Williams	132
Craig	Miss Henrietta Berlin	Schwarz	Mrs. Ann Lindsey	203
Craig	Miss Sandra P. Coleman	McD. #30	Miss Carolyn T. Weber	303
Lafayette	Mrs. Erma H. Bradford	Danneel #2	Mrs. Alice G. Bowman	28
Lafayette	Mrs. Gladys C. deBen	Lafayette	Mrs. Jennie Langham	29

Principals

Meeting Place	Recorder	School	Instructor	Room
Craig	Mr. Hipolit Ridolfo	Laurel-McD.	Mrs. Maude D. Crocker	Library
Lafayette	Mrs. Margaret U. Poche	Jones	Miss Mary J. Capra	Auditorium

PROJECT TEACHER AIDE

GROUP OBSERVERS

In-Service Meetings

December, 1969

Kindergarten Teachers

Meeting Place	Observer	School	Instructor	Room
Edwards	Miss Phyllis C. Lodrig	Jones	Mrs. Beryl Richardson	117
Craig	Mrs. Evelyn Dorsey	Guste	Mrs. Mary Sue J. Ross	100 A
Lafayette	Mrs. Olga A. Jackson	Chester	Mrs. Enola T. Becnel	Faculty Room

First Grade Teachers

Meeting Place	Observer	School	Instructor	Room
Edwards	Mrs. Leona W. Randall	Hardin	Mrs. Helen Furr	126
Edwards	Mrs. Pearl Devezin	Dunn	Mrs. Evelyn J. Haywood	122
Edwards	Mrs. Mildred B. Troullier	Rogers	Mrs. Bobby A. Williams	132
Craig	Mrs. B. P. Gonsoulin	Wheatley	Mrs. Ann Lindsey	203
Craig	Mrs. Marian D. Thomas	Jackson	Miss Carolyn T. Weber	303
Lafayette	Miss Marye Kytle	Jefferson	Mrs. Alice G. Bowman	28
Lafayette	Miss Urselle P. Lunnon	Dunbar	Mrs. Jennie Langham	29

Principals

Meeting Place	Observer	School	Instructor	Room
Craig	Mr. Matthew Proctor, Jr.	Fischer	Mrs. Maude D. Crocker	Library
Lafayette	Miss Gerd Klaveness	Shaw	Miss Mary J. Capra	Auditorium

PROJECT TEACHER AIDE

GROUP RECORDERS

In-Service Meetings

January, 1970

Kindergarten Teachers

Meeting Place	Recorder	School	Instructor	Room
Craig	Mrs. Rhonda Weber	Wheatley	Mrs. Mary Sue J. Ross	301
Edwards	Mrs. Doretha W. King	Lockett	Mrs. Beryl Richardson	102
Lafayette	Mrs. Muriel M. Green	Wilson	Mrs. Enola T. Becnel	Faculty Room

First Grade Teachers

Meeting Place	Recorder	School	Instructor	Room
Craig	Mrs. Mabel V. Mathieu	McDonogh #32	Mrs. Ann Lindsey	302
Craig	Mrs. Maude J. Millaud	Rosenwald	Miss Carolyn T. Weber	303
Edwards	Mrs. Gladys P. Knatt	Couvent	Mrs. Helen Furr	104
Edwards	Mrs. Lois Newsone	Moton	Mrs. Evelyn J. Haywood	101
Edwards	Mrs. Jacqueline R. Bonnee	McDonogh #42	Mrs. Bobby A. Williams	103
Lafayette	Miss Mary M. Chachere	Audubon	Miss Alice G. Bowman	28
Lafayette	Mrs. Lolita G. Rochon	Benjamin	Mrs. Jennie Langham	29

Principals

Meeting Place	Observer	School	Instructor	Room
Craig	Mrs. Marion P. Baker	Wheatley	Mrs. Maude D. Crocker	Library
Lafayette	Mrs. Celestine G. Graves	Harney	Miss Mary J. Capra	Auditorium

PROJECT TEACHER AIDE

GROUP OBSERVERS

In-Service Meetings

January, 1970

Kindergarten Teachers

Meeting Place	Observer	School	Instructor	Room
Craig	Mrs. Dorothy Labat	McDonogh #10	Mrs. Mary Sue J. Ross	301
Edwards	Miss Bernadine L. Desbordes	Edwards	Mrs. Beryl Richardson	102
Lafayette	Mrs. Camille T. Williams	Lafon	Mrs. Enola T. Becnel	Faculty Room

First Grade Teachers

Meeting Place	Observer	School	Instructor	Room
Craig	Miss Elenora M. Nicholas	McDonogh #36	Mrs. Ann Lindsey	302
Craig	Mrs. Eula McMillon	McDonogh #38	Miss Carolyn T. Weber	303
Edwards	Mrs. Thelizie B. Francois	McDonogh #37	Mrs. Helen Furr	104
Edwards	Miss Julienne Christensen	Shaw	Mrs. Evelyn J. Haywood	101
Edwards	Mrs. Barbara S. Clanton	Lawless	Mrs. Bobby A. Williams	103
Lafayette	Mrs. Alice M. Toso	Howard #2	Miss Alice G. Bowman	28
Lafayette	Miss Genelle M. Wright	McDonogh #16	Mrs. Jennie Langham	29

Principals

Meeting Place	Observer	School	Instructor	Room
Craig	Mrs. Christel R. Robbins	Jackson	Mrs. Maude D. Crocker	Library
Lafayette	Mr. John McRae	Howard #2	Miss Mary J. Capra	Auditorium

Project Teacher Aide

GROUP RECORDERS

In-Service Meetings

February, 1970

Kindergarten Teachers

Meeting Place	Recorder	School	Instructor	Room
Edwards	Mrs. Eve DeLay	Couvent	Mrs. Beryl Richardson	102
Graig	Mrs. Marguerite F. Meriwether	McDonogh No. 36	Mrs. Mary Sue J. Ross	301
Lafayette	Miss Ellen L. Bradford	Ricard	Mrs. Enola T. Becnel	Faculty Room

First Grade Teachers

Meeting Place	Recorder	School	Instructor	Room
Edwards	Miss Audrey A. Scott	Macarty	Mrs. Helen Furr	104
Edwards	Mrs. Helen A. Alexander	Hardin	Mrs. Evelyn J. Haywood	101
Edwards	Mrs. Ethel W. Harris	Lockett	Mrs. Bobby J. Williams	103
Graig	Mrs. Grace Raby	Lewis	Mrs. Ann Lindsey	302
Graig	Mrs. Ursula M. Lewis	McDonogh No. 32	Miss Carolyn T. Weber	303
Lafayette	Miss Gwendolyn Green	Bauduit	Miss Alice G. Bowman	28
Lafayette	Mrs. Betty S. Duhe	Hoffman	Mrs. Jennie Langham	29

Principals

Meeting Place	Recorder	School	Instructor	Room
Graig	Mr. Robert S. Sloan, Sr.	McDonogh No. 19	Mrs. Maude D. Crocker	Librar
Lafayette	Mrs. Arthurine H. Bradford	McDonogh No. 37	Miss Mary J. Capra	Auditori

Project Teacher Aide

GROUP OBSERVERS

In-Service Meetings

February, 1970

Kindergarten Teachers

Meeting Place	Observer	School	Instructor	Room
Edwards	Miss Brenda J. Williams	McDonogh No. 40	Mrs. Beryl Richardson	102
Craig	Miss Isabel C. Greenhouse	Craig	Mrs. Mary Sue J. Ross	301
Lafayette	Mrs. Rosemary A. Smith	Johnson	Mrs. Enola T. Becnel	Faculty Room

First Grade Teachers

Meeting Place	Observer	School	Instructor	Room
Edwards	Mrs. Gladys S. Hays	Edwards	Mrs. Helen Furr	104
Edwards	Mrs. Etta Clark	Dunn	Mrs. Evelyn J. Haywood	101
Edwards	Mrs. Eunice P. Walker	McDonogh No. 19	Mrs. Bobby J. Williams	103
Craig	Mrs. Eunice Abadie	McDonogh No. 11	Mrs. Ann Lindsey	302
Craig	Mrs. Frances Jamison	Williams	Miss Carolyn T. Weber	303
Lafayette	Mrs. Rhetta R. Jacob	Fisk	Miss Alice G. Bowman	28
Lafayette	Mrs. Marilyn F. Emery Lane	Wilson	Mrs. Jennie Langham	29

Principals

Meeting Place	Observer	School	Instructor	Room
Craig	Mr. Charles L. deLay	Rosenwald	Mrs. Maude D. Crocker	Library
Lafayette	Mrs. Margaret U. Poche	Jones	Miss Mary J. Capra	Auditorium

REPORT OF GROUP RECORDER

Project Teacher Aide
In-Service Meetings
1969-1970

_____ Instructor: _____

_____ Elementary School Date of Meeting: _____

_____
(Signature of Group Recorder)

Record notes on the content of meeting-- what is said. Please limit to this sheet if possible.

Return this report to the Project Teacher Aide Office, 546 Carondelet Street, as soon as possible.

FEEDBACK OF GROUP OBSERVER

Project Teacher Aide
In-Service Meetings
1969-1970

_____ Instructor: _____

_____ Elementary School Date of Meeting. _____

_____
(Signature of Group Observer)

Summarize and restate opinions. Please limit to this sheet if possible.

Return this report to the Project Teacher Aide Office, 546 Carondelet Street, as soon as possible.

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Project Teacher Aide
1969-1970

EVALUATION OF IN-SERVICE MEETINGS
For Principals, Kindergarten Teachers, and First Grade Teachers

* N = 183

Instructor: _____ School: _____

1. Please indicate how many meetings you have attended during this series by circling the appropriate number.

1 21% 2 39% 3 34% NA 6%

2. We had the following objectives for these meetings: See Table 4.

_____ To enhance the ability and confidence of teachers and principals in the utilization of teacher aides

_____ To provide interesting meetings which would fully involve the participants in the learning process

_____ To offer content that would be custom-designed to meet teachers' and/or principals' particular needs

_____ To focus on ability to bring about change in behavior rather than merely change in knowledge

_____ To explore ways of improving the best of what is now known in utilizing teacher aides

_____ To provide opportunities to consider the changing role of the teacher

Please number in rank order from 1-6 in order of <u>importance to you</u>.

3. Did you have any objectives of your own which were different from ours? 26 Responded 157 NA
Explain. "To see how other teachers were using their aides."
"To help children use every resource possible to learn."
"To provide workshops and meetings for aides to broaden their knowledge of responsibility to the classroom teacher."
"No, I just wanted to know how to use the aide in order to improve learning in the class in the most significant way."

4. We would like your opinion as to the helpfulness of each of the following presentations included in the meetings:

December Topic: Activities Which Are Appropriate For Teacher Aides (Guides on How To Use Aides Efficiently)

50% Very helpful 19% Of some help 2% Of little help NA 29%

* Evaluations of teachers and principals who attended the February meetings.

January Topic: Responsibilities For Guiding and Supervising Aides (Major Concerns of Teachers and Principals in Working With Teacher Aides)

31% Very helpful 17% Of some help 5% Of little help NA 47%

February Topic: Ways in Which Aides Affect the Quality of Instruction in A Positive Way (Suggestions For Guiding Aides Toward Specific Goals or Tasks)

67% Very helpful 26% Of some help 6% Of little help NA 1%

5. In these meetings a variety of approaches or methods were used, including: See Table 5.

Lecture	Discussion
Lecture-discussion	Panel discussion
Lecture with visual presentation	Demonstration
Workshop	Laboratory analysis
Question-answer periods	Problem-solving

What approach did you like most? Discussion

What approach did you like least? Lecture

What approach do you feel you learned the most from? Discussion

6. What is your overall rating of these meetings? See Table 6.

0 ' ' ' ' 50 ' ' ' ' 100

7. What topics would you suggest for future meetings?
Best ways of utilizing the aide's individual help to children.
Guiding and supervising aides; positive ways of working with aides.
Elaboration on same topics, especially- "Activities which are appropriate for aides."
Meetings with the teachers and the aides.

8. We would appreciate any other general comment or criticism you might have.
"The meetings were most informative through the interchange of ideas and approaches to different aspects of the aide program and the utilization of aides."
"I think the meetings have been very well planned and have been of value. It seems we all feel that the children get more attention and more instruction when we have the help of a teacher aide. Each session was very interesting and helpful."
"A meeting where teachers and aides discuss ways of working together in helping the child might be beneficial." "I would like my aide to attend with me. A workshop, I feel, would be interesting --perhaps even demonstrating the use of actual class activities." "I like the short, to-the-point meetings -- and the 'take-home' materials which I can digest later." "I have greatly benefited from the meetings which I have attended. I feel that for the most part they were quite informative. The material presented, as well as the ideas, could actually be implemented by the teacher in her classroom."

Project Teacher Aide
Department of Elementary Education

Division of Instruction
February, 1970

PROJECT TEACHER AIDE

Principal Evaluation Questionnaire

School: _____ Date: _____

Signature of Principal: _____

1. Would you like to have the teacher aide program continued in your school, if the program is offered again next year?

Yes 66
No 0

2. Generalize about the effectiveness of Project Teacher Aide in enhancing educational opportunities, experiences, achievement, and general attitudes toward education. (Example: Describe an activity and discuss the situation which led participating teachers in Project Teacher Aide to develop and implement the project activities and/or objectives.)

"The added time afforded teachers by the Teacher Aide program makes possible more attention to the professional aspects of teaching which includes building attitudes and habits as well as the improvement of academic achievement and social experiences." "Teacher aides have enabled the teachers to individualize instruction and to better meet the needs of disadvantaged children." "In addition to values of the program in satisfying educational needs of the children as individuals, aides have been stimulated and motivated toward professional self-improvement and college preparation with a view of becoming regular teachers."

3. List in rank order six of the most pressing needs of the pupils participating in the teacher aide program in your school. This may include individual attention, self concept, work habits, language skills, regular attendance, broader backgrounds, etc.

(1) Individual attention

(2) Work habits

(3) Language skills

(4) Self-concept

(5) Broader backgrounds

(6) Regular attendance

4. In evaluating previous programs, principals listed the following areas as the most significant changes in the pupils participating in the program. In your opinion, what degree of gain has been noted? Please indicate the relative gain in each item by circling the appropriate number in the scale.

See Table 8.

	Great Gain						No Gain
(1) Achievement level	1	2	3	4	5	6	7
(2) School adjustment	1	2	3	4	5	6	7
(3) Attitude toward school	1	2	3	4	5	6	7
(4) Behavior in school	1	2	3	4	5	6	7
(5) Attendance	1	2	3	4	5	6	7
(6) Participation in school activities	1	2	3	4	5	6	7

5. In evaluating previous programs, principals listed the following areas as the most significant changes in the school staff participating in the project. Please number in rank order.

See Table 9.

1 More time for individualized instruction, especially for slow learners.

5 Better attitude toward daily teaching

2 More time spent on professional duties, rather than non-professional

3 Improved skills in teaching below-average achievers

4 Changed attitudes toward below-average achievers

XXXX

Principal Evaluation Questionnaire

6. What did you do to provide in-service training for teachers and/or teacher aides participating in the program? Please answer by completing the following table:

Program Offerings	Total Number Programs	Semesters		Duration		Participants			Number by Topic Code "A"
		Fall	Spring	Clock Hrs. Per Session	No. of Sessions	No. of Teachers	No. of Aides	Other	
School:				1 hr. -11 2 hrs.- 4					#1-9 #4-4 #2-2 #5-4
Workshop	33	21	12	3 hrs.- 1	33	46	30	5	#3-5 #6-5
Meeting	168	88	80	1 hr.-168	168	272	161	9	#1-37 #3- 4 #5 #2-18 #4-22 #6
Demonstration	32	14	18	1 hr.- 11	32	43	19	3	#1-2 #3-8 #5
Commercial Firm	3	1	2	1½ hrs- 3	3	19	9	0	#3-3
Conferences				½ hr.-9					#1-4 #3-4 #5-
Other(Specify)	29	16	13	1 hr.-2	29	9	10	0	#2-3 # 4-3 #6-
Classroom Experiences	4	3	1	½ hr.-2 1 hr.-2	4	6	4	0	#1-4
TOTAL	269	143	126	½ hr-11 1 hr.-194 2 hrs- 7 3 hrs.- 1	269	395	233	17	

"A" Topic Code

1 - Discussed with teachers ways in which the teacher aides could be more helpful in providing assistance

2 - Worked with aides to reach a better understanding of the culture of poverty and educationally disadvantaged

3 - Demonstrated the utilization of instructional equipment and materials

4 - Oriented the aide(s) to a new school or teacher assignment

5 - Worked with the teacher-teacher aide team to improve classroom organization

6 - Conducted meetings with the teacher aide emphasizing job responsibilities

7 - Other (Specify)

XXXX

Principal Evaluation Questionnaire

7. Indicate manner of parental involvement in kindergarten and first grade classrooms by completing the following table:

	No. of conferences or meetings	Estimated number of parents	Estimated total number of hours spent by parents
(1) Individual conferences with school staff personnel	524	1523	562
(2) Group meetings for parents to explain how Project Teacher Aide school activities meet students' needs	66	1213	123
(3) Group meetings to explain how parents may help meet students' needs	75	1177	753
(4) Parental visits to Project Teacher Aide classrooms	762	1638	764
(5) Home visits by teacher aides	118	93	56
(6) Parents involved in the planning of Project Teacher Aide activities	40	152	71
TOTAL	1585	5796	2329
TOTAL estimated unduplicated count of parents		2561	

XXXX

8. The following are ways in which teachers are utilizing the services of teacher aides. Please number in rank order from 1-8. Begin with the number 1 for the duty which you consider to be the best way to make use of teacher aides.

See Table 10.

1 Assisting with an individual child, or group of children, as directed by the teacher

3 Preparing instructional materials

5 Helping with routine and housekeeping chores

4 Performing clerical duties

6 Assisting with the supervision of children during recess and lunch periods

2 Helping first graders during group reading instruction

7 Serving as room librarian

8 Assisting with field trips

9. How would you improve the teacher aide program? See Table 11.

Expand program and extend to other grade levels.

Provide longer hours for aides (full-time, six hours per day).

Provide an aide for each teacher.

Assign aides at the beginning of the school year.

10. What aspects of the teacher aide program were especially successful or gratifying? See Table 12.

Individualized instruction and small group work.

Teachers relieved of routine work, clerical duties, and yard duty.

Ability, cooperativeness, adaptability, and dedicated attitudes of teacher aides.

Teachers had more time for teaching.

We would greatly appreciate any other comments or suggestions you might care to make. Attach sheet, if you need more space.

"The teacher aide program has been invaluable to both child and teacher at our school. We can only think of it as permanent, for to be without it would create hardship in this school. To see a child move from nowhere to somewhere because he could be given the needed individual attention by an aide is indeed a gratifying experience. It has enabled the teachers to see an impossible situation as a possible one and to renew their determination to continue the struggle toward their goal: A measure of success for each child."

- - - - - - - - -

"It is in the area when skills must be developed that the aide may contribute to a much needed individualized program of instruction. The wide range of differences in any grouping of children demands the attention of another trained adult. The psychological problems which frustrate a large number of children made imperative the use of paraprofessionals like aides. Although, not a panacea, teacher aide makes a valuable contribution in this area."

- - - - - - - - -

"The increasing use of the para-professional in an instructional program that recognizes the need for individualized instruction and attempts to meet this need is almost indispensible. In-service meetings this school year were helpful to all concerned with the teacher aide program."

- - - - - - - - -

"We feel that it is an outstanding program and affords worthwhile contributions to the learning processes of the kindergarten and first grade students, and we recommend that if possible this program be extended to the second grade."

- - - - - - - - -

"The teacher aide program has become such an integral part and component of the teacher-learning situation that it is almost impossible to effectively carry on without an aide."

- - - - - - - - -

NOTE: PLEASE ANSWER EACH QUESTION.
Thank you for your assistance in thoughtfully reacting to this evaluation questionnaire. Return to the Supervisor of Project Teacher Aide, Room 201, 546 Carondelet Street, by May 15th.

Project Teacher Aide
Department of Elementary Education

Division of Instruction
New Orleans Public Schools
May, 1970

XXXX

TABULATION OF ITEMS RELEVANT TO THE
MOST SIGNIFICANT CHANGES IN THE PUPILS PARTICIPATING IN THE PROGRAM

(Principal Evaluation Questionnaire - Item 4)

N = 66	Great Gain 1	2	3	4	5	6	No Gain 7	NA
(1) Achievement level	15 23%	12 18%	20 30%	13 20%	5 8%	0 0%	0 0%	1 2%
(2) School adjustment	13 20%	18 27%	21 32%	12 18%	1 2%	0 0%	0 0%	1 2%
(3) Attitude toward school	9 14%	24 36%	20 30%	9 14%	2 3%	0 0%	0 0%	2 3%
(4) Behavior in school	14 21%	12 18%	21 32%	14 21%	4 6%	0 0%	0 0%	1 2%
(5) Attendance	7 11%	17 26%	11 17%	15 23%	7 11%	2 3%	4 6%	3 5%
(6) Participation in school activities	13 20%	25 38%	9 14%	11 17%	3 5%	3 5%	0 0%	2 3%

TABLE 8

TABULATION OF ITEMS RELEVANT TO THE MOST SIGNIFICANT CHANGES
IN THE SCHOOL STAFF PARTICIPATING IN THE TEACHER AIDE PROGRAM

(Principal Evaluation Questionnaire - Item 5)

N = 66	RANK ORDER					
A. Frequency of Response B. Percentage of Principals	1	2	3	4	5	NA
(1) More time for individualized instruction, especially the slow learners	A. 42 B. 64%	18 27%	4 6%	1 2%	1 2%	0 0%
(2) Better attitude toward daily teaching	A. 3 B. 5%	6 9%	19 29%	14 21%	23 35%	1 2%
(3) More time spent on professional duties, rather than non-professional	A. 19 B. 29%	26 39%	4 6%	7 11%	10 15%	0 0%
(4) Improved skills in teaching below-average achievers	A. 0 B. 0%	8 12%	25 38%	21 32%	11 17%	1 2%
(5) Changed attitudes toward below-average achievers	A. 2 B. 3%	6 9%	14 21%	23 35%	20 30%	1 2%

TABLE 9

(EA 004 960)

TABULATION OF ITEMS RELEVANT TO WAYS
IN WHICH TEACHERS ARE UTILIZING THE SERVICES OF TEACHER AIDES

(Principal Evaluation Questionnaire - Item 8)

N = 66		RANK ORDER							
A. Frequency of Response B. Percentage of Principals		1	2	3	4	5	6	7	8
(1) Assisting with an individual child, or group of children, as directed by the teacher	A.	46	12	4	3	1	0	0	0
	B.	70%	18%	6%	5%	2%	0%	0%	0%
(2) Helping first graders during group reading instruction	A.	12	30	9	6	3	2	2	2
	B.	18%	45%	14%	9%	5%	3%	3%	3%
(3) Preparing instructional materials	A.	3	14	32	6	6	4	0	1
	B.	5%	21%	48%	9%	9%	6%	0%	2%
(4) Performing clerical duties	A.	2	3	4	19	17	8	6	7
	B.	3%	5%	6%	29%	26%	12%	9%	11%
(5) Helping with routine and housekeeping chores	A.	2	4	7	17	18	13	1	4
	B.	3%	6%	11%	26%	27%	20%	2%	6%
(6) Assisting with the supervision of children during recess and lunch periods	A.	0	5	9	10	11	21	9	1
	B.	0%	8%	14%	15%	17%	32%	14%	2%
(7) Serving as room librarian	A.	0	0	0	1	4	15	33	13
	B.	0%	0%	0%	2%	6%	23%	50%	20%
(8) Assisting with field trips	A.	0	0	1	3	7	2	14	39
	B.	0%	0%	2%	5%	11%	3%	21%	59%

TABLE 10

Frequency of Response of How Principals Would Improve the Teacher Aide Program

(Principal Evaluation Questionnaire - Item 9)

N = 66

Rank Order	Frequency	
1	38	Expand program and extend to other grade levels
2	30	Provide longer hours for aides (full-time, six hours per day)
3	29	Provide an aide for each teacher
4	17	Assign aides at the beginning of the school year
5	7	More adequate compensation for aides
6	6	Provide more in-service for aides
7	5	Add other types of aide positions
8	5	Provide in-service for aides and their assigned teachers
9	4	Allow some days for sick or emergency
10	3	More job security for aides
11	3	Employ clerical aides
12	2	Retain the same program
13	2	Provide audio-visual aides
14	2	Provide initial college training
15	2	Allow released time for meetings involving teachers and aides
16	1	Make program permanent
17	1	Prepare handbook of guidelines for aides
18	1	In-service prior to the opening of school
19	1	Forty minutes of yard duty
20	1	More contact with supervisory personnel
21	1	Continue to appoint successful aides to the same school
22	1	Permit principal more latitude in use of teacher aide
23	1	Continue to be very selective in screening aides
24	1	Additional staff personnel
25	1	Continue workshops

TABLE 11

Frequency of Response of Aspects of the Teacher Aide Program That Were Especially Successful or Gratifying

(Principal Evaluation Questionnaire - Item 10)

N = 66

Rank Order	Frequency	
1	31	Individualized instruction and small group work
2	17	Teachers relieved of routine work, clerical duties, and yard duty
3	16	Ability, cooperativeness, adaptability, and dedicated attitudes of teacher aides
4	11	Teachers had more time for teaching
5	9	Teacher aide relationships (aide to teacher, and aide to child)
6	7	Results in social adjustment and/or academic achievement
7	6	Preparation of instructional materials
8	5	Help given to very slow, disadvantaged learners
9	5	Improved self-concept
10	5	Working with parents
11	3	Changed teacher attitudes
12	2	Selection of aides
13	2	Provided a second adult
14	1	Helpful in-service meetings
15	1	Full-time kindergarten aide

TABLE 12

N = 368

PROJECT TEACHER AIDE

Teacher Evaluation Questionnaire

School: _____ Nongraded Level: _____
or
Teacher: _____ Grade: _____

Date: _____

12,179 Total number of children in your class participating in the teacher aide program.

1. Do you have a five-hour teacher aide assigned to you full-time or part-time?

No response	3	Qualified answer	6	Full-time	34
Unable to tally	1	Neither	3	Part-time	321

2. Would you like to have a teacher aide assigned to you, if the program is offered again next year?

Yes	353
No	10
NA	5

If yes, would you prefer a full-time or a part-time teacher aide?

Full-time	309
Part-time	44
NA	15

3. How many years have you participated in the teacher aide program? (Include the present program.)

Unable to tally 2 NA 17

Number of Years	
5 yrs. -	115
4 yrs. -	73
3 yrs. -	45
2 yrs. -	36
1 yr. -	80

Please circle each of the following years in which you participated.

NA 16 Unable to tally 1

Spring, 1966	1966-1967	1967-1968	1968-1969	1969-1970
163	194	223	257	351

4. Do you feel that a training period for the classroom teacher in the use of the teacher aide would be helpful?

NA	21	Yes	112
Unable to tally	6	No	229

Why? See Table 13.

_____

_____

_____

5. What percentage of time, on an average, does the teacher aide spend in the following categories? Place an X in each division that is applicable.

See Table 14.

CATEGORY	APPROXIMATE PERCENTAGE OF TIME						
	not at all	1-9	10-19	20-29	30-39	40-49	50 and more
(1) Clerical Duties (recording attendance, grading written work, etc.)							
(2) Routine and Housekeeping Tasks (securing equipment, distributing materials, etc.)							
(3) Assisting During Group Reading Instruction (working with an individual child or small group of children)							
(4) Audio-Visual Aids or Preparing Instructional Materials							
(5) Contact with Parents							
(6) Activities with Children Outside the Classroom (assisting with playground supervision, field trips, etc.)							
(7) Other (Please specify)							

6. Describe an activity which led you to develop and implement Project Teacher Aide activities and/or objectives. * Topics are listed in order of frequency

* Provided an increase in time for individualized instruction	65
Enabled teachers to use a greater variety and quality of instructional materials and devices	37
Provided an increase in time for small group activities	33
Increased ease of teaching	23
Enabled teachers to provide more enrichment activities	22
Released the teacher of many routine tasks and clerical duties	13
Helped to compensate for the disadvantages of culturally deprived children through increased attention and a better adaptation of content materials	10
Provided an increase in time for teaching and evaluation of the learning situation	9
Enabled teachers to develop an effective program which focused on each child's growth	8
Increased pupils' motivation	7
Improved classroom organization, control, and management	6
Stimulated pupil interest	3
Increased pupils' self-confidence	3
Provided more time for pupil counseling and guidance	1
Enabled teachers to test new methods and materials in the classroom	1

7. In evaluating previous programs, teachers listed the following areas as the most significant changes in their classroom instructional program as a result of having the services of a teacher aide. Please number in rank order. Begin with the number 1 for the most significant change in your instructional program.

See Table 15.

_____ More time for individualized instruction

_____ Use of a greater variety and quality of instructional materials

_____ Increase in time for teaching and evaluation of the learning situation

_____ Increase in time for small group activities

_____ Improved classroom organization, control, and management

_____ Release from many routine tasks and clerical duties

8. In evaluating previous programs, teachers listed the following areas as the most significant changes in the pupils participating in the program. In your opinion, what degree of gain has been noted? Please indicate the relative gain in each item by circling the appropriate number in the scale.

See Table 16.

	Great Gain						No Gain
(1) Achievement level	1	2	3	4	5	6	7
(2) School adjustment	1	2	3	4	5	6	7
(3) Attitude toward school	1	2	3	4	5	6	7
(4) Behavior in school	1	2	3	4	5	6	7
(5) Attendance	1	2	3	4	5	6	7
(6) Participation in school activities	1	2	3	4	5	6	7

9. Did you receive the services of the same teacher aide from the beginning of the program in October until the end of the program in May?

Yes	291
No	74
NA	3

If your answer is no, how many teacher aides rendered services for you during this program?

Two Teacher aides	54
Three Teacher aides	16
NA	4

10. Please check the average number of hours of teacher aide service you received in your classroom each week. (Round off to the nearest number of hours.)

3-7 hours	11		
8 hours	35		
10 hours	75		
12 hours	125		
14 hours	48	15-19 hours	24
Other (please specify)		20-25 hours	21
NA	7		
Unable to tally	22		

11. List in rank order six of the most pressing needs of the pupils participating in the teacher aide program in your school. This may include individual attention, self concept, work habits, language skills, regular attendance, broader backgrounds, etc.

(1) Individual attention

(2) Work habits

(3) Language skills

(4) Self-concept

(5) Broader backgrounds

(6) Regular attendance

12. Did you have any contact with the parents of pupils concerning this program?

Yes	223
No	134
NA	11

If yes, please indicate the estimated number of parents involved by completing the following table.

2,040	Individual conferences
524	Group meetings
241	Parental visits to classrooms
282	Home visits by teacher aides
3,087	TOTAL

13. The following are ways in which teachers are utilizing the services of teacher aides. Please number in rank order from 1-8. Begin with the number 1 for the duty which you consider to be the best way to make use of teacher aides.

See Table 17.

__1__ Assisting with an individual child, or group of children, as directed by the teacher

__3__ Preparing instructional materials

__6__ Helping with routine and housekeeping chores

__4__ Performing clerical duties

__5__ Assisting with the supervision of children during recess and lunch periods

__2__ Helping first graders during group reading instruction

__7__ Serving as room librarian

__8__ Assisting with field trips

14. How would you improve the teacher aide program? See Table 18.

Provide longer hours for aides (full-time, six hours per day).

Provide an aide for each teacher every day.

Assign aides at the beginning of the school year.

More aide training generally; include workshops for the teacher-teacher aide teams, and in-service for new teachers and new aides.

15. What aspects of the teacher aide program were especially successful or gratifying?

See Table 19.

Individualized instruction and small group work.

Teachers had more time for teaching.

Teachers relieved of routine work, clerical duties, and yard duty.

Preparation of instructional materials.

Results in academic achievement for children.

We would appreciate any comments and suggestions you would like to add about the teacher aide program.

"It has been gratifying to participate in the program for the past four years. I have the services of an excellent aide and one can see, over the years, the progress which the children can make when they are given more time and attention. We simply need more aides."

- - - - - - - - -

"I am very happy to have participated in the teacher aide program. I feel that it has benefited the children in my class through more individual attention, which they so badly needed. The program has allowed me more time for teaching and evaluating the learning situation by releasing me of most non-teaching duties. And thus, it has enabled me to provide more detailed, stimulating, and effective teaching activities."

- - - - - - - - -

"The teacher aide program is like having another right hand."

- - - - - - - - -

"The teacher aide program supplies the 'priceless ingredient' to every class involved. It is a springboard for a successful reading program and for the welfare of the students."

- - - - - - - - -

"The services of an aide have enhanced my classroom instructional program to the extent that my students have been exposed to more reading materials, have received more individualized help from me, and have gained more skill in reading."

- - - - - - - - -

"I have enjoyed having a teacher aide this year. The aide is able to perform many of the routine clerical duties and housekeeping chores, thus increasing the teacher's time to adequately plan and evaluate her instructional program. At the same time, the aide is working with children in art, reading groups, and other activities to help develop the children's self-concept, and their learning experiences.

I would suggest that the aides be employed from the beginning of the school year. This would enable them to be a part of the school's program from the beginning."

- - - - - - - - -

NOTE: PLEASE ANSWER EACH QUESTION.
Thank you for your assistance in thoughtfully reacting to this evaluation questionnaire. Return to the Supervisor of Project Teacher Aide, Room 201, 546 Carondelet Street, by May 15th.

Project Teacher Aide
Department of Elementary Education

Division of Instruction
New Orleans Public Schools
May, 1970

FREQUENCY OF WHY A TRAINING PERIOD FOR THE TEACHER IN THE USE OF THE AIDE WOULD BE HELPFUL AS REPORTED BY TEACHERS

(Teacher Evaluation Questionnaire - Item 4)
N = 135

Rank Order	Frequency	
1	31	To give teachers greater insight into the best possible use of aides.
2	30	To enhance the ability and confidence of new teachers in their utilization of teacher aides.
3	29	To fully involve teachers in the interchange of ideas, and provide new ideas to meet the teachers' particular needs.
4	27	To provide more opportunity to clarify the aide's role, and improve on what is now known.
5	18	To consider other aspects of team relationships; provide joint meetings for teachers and aides.

FREQUENCY OF WHY A TRAINING PERIOD FOR THE TEACHER IN THE USE OF THE AIDE WOULD NOT BE HELPFUL AS REPORTED BY TEACHERS

(Teacher Evaluation Questionnaire - Item 4)
N = 201

Rank Order	Frequency	
1	48	Teachers understand program; have sufficient experience to use aides to best advantage.
2	37	Handbook explains program very well.
3	33	Use of aides are determined by specific needs in each classroom; allow each teacher to train her own aide.
4	33	Teachers understand program; give the aides more in-service programs.
5	27	No further explanation needed for experienced teachers; provide in-service for new teachers only.
6	12	Aides are well trained and know their jobs.
7	3	Too many demands already made on after school time.
8	3	Would prefer more visits from the central office staff.
9	3	Aides and teachers should be trained together.
10	1	Only one in-service meeting is sufficient.
11	1	Teachers will seek help, if needed.

TABLE 13

PERCENTAGE OF TIME SPENT BY AIDES IN PERFORMING ASSIGNED DUTIES AS REPORTED BY TEACHERS

(Teacher Evaluation Questionnaire - Item 5)

N = 368

A. Frequency of Response
B. Percentage

CATEGORY		APPROXIMATE PERCENTAGE OF TIME							
		Not at all	1-9	10-19	20-29	30-39	40-49	50 and more	NA	Unable to tell
(1) Clerical Duties (recording attendance, grading written work, etc.)	A.	13	97	82	52	32	37	39	13	3
	B.	4%	26%	22%	14%	9%	10%	11%	4%	1%
(2) Routine and Housekeeping Tasks (securing equipment, distributing materials, etc.)	A.	6	117	81	50	36	19	40	16	3
	B.	2%	32%	22%	14%	10%	5%	11%	4%	1%
(3) Assisting During Group Reading Instruction (working with an individual child or small group of children)	A.	1	15	23	36	45	72	158	15	3
	B.	0%	4%	6%	10%	12%	20%	43%	4%	1%
(4) Audio-Visual Aids or Preparing Instructional Materials	A.	11	69	77	73	40	25	38	30	5
	B.	3%	19%	21%	20%	11%	7%	10%	8%	1%
(5) Contact with Parents	A.	81	155	30	25	13	6	14	38	6
	B.	22%	42%	8%	7%	4%	2%	4%	10%	2%
(6) Activities with Children Outside the Classroom (assisting with playground supervision, field trips, etc.)	A.	12	94	76	54	38	25	57	7	5
	B.	3%	26%	21%	15%	10%	7%	15%	2%	1%
(7) Other (Please specify)	A.	0	1	1	0	0	0	0	0	0
	B.	0%	0%	0%	0%	0%	0%	0%	0%	0%

TABLE 14

TABULATION OF ITEMS RELEVANT TO THE MOST SIGNIFICANT CHANGES
IN THEIR CLASSROOM INSTRUCTIONAL PROGRAM AS A RESULT OF HAVING AN AIDE

(Teacher Evaluation Questionnaire - Item 7)

N = 368

		RANK ORDER							
A. Frequency of Response B. Percentage of Teachers		1	2	3	4	5	6	NA	Unabl to Tal
(1) More time for individualized instruction	A.	154	93	45	37	22	9	6	2
	B.	42%	25%	12%	10%	6%	2%	2%	1
(2) Use of a greater variety and quality of instructional materials	A.	22	31	89	85	83	46	9	3
	B.	6%	8%	24%	23%	23%	13%	2%	1
(3) Increase in time for teaching and evaluation of the learning situation	A.	89	82	72	62	42	10	9	2
	B.	24%	22%	20%	17%	11%	3%	2%	1
(4) Increase in time for small group activities	A.	42	94	85	68	50	19	7	3
	B.	11%	26%	23%	18%	14%	5%	2%	1
(5) Improved classroom organization, control and management	A.	21	28	33	59	103	113	8	3
	B.	6%	8%	9%	16%	28%	31%	2%	1
(6) Release from many routine tasks and clerical duties	A.	36	30	36	42	57	154	11	2
	B.	10%	8%	10%	11%	15%	42%	3%	1

TABLE 15

TABULATION OF ITEMS RELEVANT TO THE
MOST SIGNIFICANT CHANGES IN THE PUPILS PARTICIPATING IN THE PROGRAM

(Teacher Evaluation Questionnaire - Item 8)

N = 368

A. Frequency of Response B. Percentage of Teachers	Great Gain 1	2	3	4	5	6	No Gain 7	NA
(1) Achievement level	A. 114 B. 31%	87 24%	72 20%	54 15%	18 5%	8 2%	2 1%	13 4%
(2) School adjustment	A. 89 B. 24%	77 21%	77 21%	62 17%	16 4%	21 6%	10 3%	16 5%
(3) Attitude toward school	A. 88 B. 24%	86 23%	60 16%	62 17%	24 7%	23 6%	11 3%	14 4%
(4) Behavior in school	A. 53 B. 14%	72 20%	82 22%	73 20%	36 10%	21 6%	15 4%	16 4%
(5) Attendance	A. 49 B. 13%	62 17%	62 17%	57 15%	33 9%	36 10%	55 15%	14 4%
(6) Participation in school activities	A. 78 B. 21%	78 21%	62 17%	67 18%	24 7%	22 6%	25 7%	12 3%

TABLE 16

TABULATION OF ITEMS RELEVANT TO WAYS
IN WHICH TEACHERS ARE UTILIZING THE SERVICES OF TEACHER AIDES

(Teacher Evaluation Questionnaire - Item 13)

N = 368

A. Frequency of Response B. Percentage of Teachers		RANK ORDER 1	2	3	4	5	6	7	8	NA
(1) Assisting with an individual child, or group of children, as directed by the teacher	A.	215	101	19	15	7	3	3	1	4
	B.	58%	27%	5%	4%	2%	1%	1%	0%	1%
(2) Helping first graders during group reading instruction	A.	80	120	39	21	17	22	9	17	43
	B.	22%	33%	11%	6%	5%	6%	2%	5%	11%
(3) Preparing instructional materials	A.	37	65	164	43	23	17	7	5	7
	B.	10%	18%	45%	12%	6%	5%	2%	1%	2%
(4) Performing clerical duties	A.	19	23	48	117	72	39	28	14	8
	B.	5%	6%	13%	32%	20%	11%	8%	4%	2%
(5) Helping with routine and housekeeping chores	A.	7	31	40	63	73	74	41	31	8
	B.	2%	8%	11%	17%	20%	20%	11%	8%	2%
(6) Assisting with the supervision of children during recess and lunch periods	A.	4	25	43	62	81	71	45	25	12
	B.	1%	7%	12%	17%	22%	19%	12%	7%	3%
(7) Serving as room librarian	A.	0	2	2	26	34	60	113	107	16
	B.	0%	1%	1%	7%	9%	16%	31%	29%	5%
(8) Assisting with field trips	A.	1	1	7	17	51	71	100	115	13
	B.	0%	0%	2%	5%	14%	19%	27%	31%	4%

TABLE 17

Frequency of Response of How Teachers Would Improve the Teacher Aide Program

(Teacher Evaluation Questionnaire - Item 14)

N = 368

Rank Order	Frequency	
1	159	Provide longer hours for aides (full-time, six hours per day)
2	148	Provide an aide for each teacher every day
3	75	Assign aides at the beginning of the school year
4	63	More aide training generally; include workshops for the teacher-teacher aide teams, and in-service for new teachers and new aides prior to assignments to schools
5	43	Expand program, and extend to other grade levels; add other types of aide positions; such as, audio-visual, clerical, etc.; encourage use of male aides
6	22	More adequate compensation for experienced aides; allow some days for sick and/or emergency, pay for holidays
7	7	Prepare handbook of guidelines for aides

TABLE 18

Frequency of Response of Aspects of the Teacher Aide Program That Were Especially Successful or Gratifying

(Teacher Evaluation Questionnaire - Item 15)

N = 368

Rank Order	Frequency	
1	163	Individualized instruction and small group work
2	65	Teachers had more time for teaching
3	63	Teachers relieved of routine work, clerical duties, and yard duty
4	48	Preparation of instructional materials
5	44	Results in academic achievement for children
6	35	Ability, cooperativeness, adaptability, and dedicated attitudes of teacher aides
7	31	Help given to very slow, disadvantaged children
8	28	Provision of another adult
9	24	Teacher aide relationships (aide to teacher, and aide to child)
10	20	All aspects were successful
11	14	Results in social adjustment for children
12	9	Improved self-concept
13	9	Improved classroom organization and management
14	8	Working with parents
15	7	More opportunity for enriched background
16	7	Helpful in-service meetings

TABLE 19

PROJECT TEACHER AIDE

Teacher Aide Evaluation Questionnaire

School: _____ Grade(s) Assigned: _____

Teacher Aide: _____ Date. _____

Age: _____ Education: (Circle) High School College - 1 2 3 4 years

See Table 3-3. Degree: Yes No If yes, what type? _____

If you are presently attending school, please specify: _____

_____

1. Do you wish to be assigned to the same school, if the teacher aide program is offered again next year?

Yes	182
No	15
Undecided	3
NA	1

2. Were you employed full-time or part-time as an aide?

174 full-time (five hours per day)

27 part-time (three hours per day)

3. How many teachers do you service? One teacher - 40 Two teachers-145 Three teachers -8 Four teachers - 2 Five - 1 NA - 5

4. Please check the average number of hours you are assigned to each teacher each week. (Round off to the nearest number of hours.)

8 hours 7

10 hours 38

12 hours 82

14 hours 22

Other (please specify) 15-19 hours 19; 20-25 hours 29; NA 4

5. How many hours each week did you render services either on the playground, in the cafeteria, or on other school duty?

7 - One hour per week 107 - Three hours per week 14-Five hours per week
23 - Two hours per week 23 - Four hours per week 13-Seven-Ten Hours per week
7 - None NA - 7

6. Are you the parent of a child who is attending school and in a classroom where a teacher aide is assigned?

Yes	27
No	174

7. Please check three (3) of the following areas in which you would have liked more training.

81 Working with an individual child or group of children during group instruction

62 Preparing instructional materials

7 Helping with routine and housekeeping chores

50 Performing clerical duties

148 Use of audio-visual equipment

11 Assisting with playground supervision and field trips

38 Your role in relation to classroom teacher and school procedure

29 Your role in relation to children in the classroom

82 Your role in relation to the parents and the homes of children

10 Other, please specify:

44 Unable to tally

3 NA

8. In what ways did you find you worked most effectively with the classroom teacher(s)? (Please comment in detail) See Table 20.

Working with an individual child, or small group, during reading instruction.

Preparing instructional materials.

Helping with routine and housekeeping chores.

Performing clerical duties.

9. In what ways did you find you worked least effectively with the classroom teacher(s)? (Please comment in detail) See Table 21.

None.

No response.

Length of time was too short to render as much help as aides would like.

Use of audio-visual.

10. What assignments, outside the classroom, were given to you by the principal?
See Table 22.
Cafeteria and yard duty

None

Activities relating to school functions

Head Start and/or kindergarten registration

11. Did you make any home visits while performing your duties as a teacher aide?

Yes	60
No	137
NA	4

If your answer is yes, please estimate the number of home visits you made.

306 Number of home visits

12. Do you plan to continue working as a teacher aide, if the program is continued?

Yes	188
No	11
Undecided	2

Why?

See Table 23.

13. Do you plan to become a teacher?

Yes 60 No 54 Undecided 80 NA 7

14. Why do you like being a teacher aide? Please include what you like best and what you find most challenging about your work.

"I like being a teacher aide because I love being a part of the miracle of teaching."

"I like being an aide because my presence in the room frees the teacher from non-professional duties that I can do, thus allowing her more time to teach."

"I enjoy helping a child, or a group of children, when they need special care and attention, and when my teacher feels that I am capable of rendering this type of service. Then I feel that I am meeting the challenge by helping her to realize her hopes for the children."

"To spark the interest of a child who had given up because a task was too hard, and help that child enjoy success, makes the challenge of being a teacher aide most worthwhile."

We would appreciate any comments and suggestions you would like to add about the teacher aide program.

"The children in our area need extra help. The aide can hold a child's hand and they share small talk. It makes me feel needed in knowing that I am extending my hand to reach a child who needs it."

"I like being a teacher aide because it gives me the opportunity to work with many children from varies backgrounds. Giving them love and guidance, and helping them individually, makes me feel as if I have contributed to our community by helping children grow and develop, both mentally and physically."

"This was my most rewarding year. I worked with an insecure child and actually saw him gain confidence."

"My work is challenging, and there are always new ways of improving myself so that I can be a more effective aide."

"A teacher aide lends a listening ear and a helping hand, whenever and wherever it is needed."

"Being a teacher aide is a rewarding experience, because it offers an opportunity to be of help to little children, and to make learning fun."

"There is a challenge in being able to work on a one-to-one basis with individual children. It is most rewarding to see a child grow, and make progress in reading and language arts assignments."

NOTE: PLEASE ANSWER EACH QUESTION.
Thank you for your assistance in thoughtfully reacting to this evaluation questionnaire. Return to the Supervisor of Project Teacher Aide, Room 201, 546 Carondelet Street, by May 15th.

Project Teacher Aide
Department of Elementary Education

Division of Instruction
New Orleans Public Schools
May, 1970

Frequency of Response of the Ways Teacher Aides Found They Worked Most Effectively With the Classroom Teacher

(Teacher Aide Evaluation Questionnaire - Item 8)

N = 201

Rank Order	Frequency	
1	158	Working with an individual child, or small group, during reading instruction
2	65	Preparing instructional materials
3	33	Helping with routine and housekeeping chores
4	33	Performing clerical duties
5	16	Planning and conferring with the teacher
6	12	Working as a team
7	11	Assisting with supervision of children during recess and lunch
8	9	Assisting with field trips
9	4	One-to-one relationships with children
10	12	Unable to tally
11	6	All activities
12	4	No answer

TABLE 20

Frequency of Response of the Ways Teacher Aides Found They Worked Least Effectively With the Classroom Teacher

(Teacher Aide Evaluation Questionnaire - Item 9)

N = 201

Rank Order	Frequency	
1	60	None
2	46	No response
3	27	Length of time was too short to render as much help as aides would like
4	13	Use of audio-visual
5	9	Disciplining children
6	9	Performing clerical duties
7	5	Housekeeping chores
8	5	Playground supervision
9	5	Assisting with group instruction
10	3	Preparing bulletin boards
11	3	Preparing instructional materials
12	3	Supervising children in teacher's absence
13	2	Extra curricular activities
14	2	Music activities
15	2	Helping slow learners
16	2	Team relationships
17	2	Role in relation to the parents and homes of children
18	1	Art activities
19	1	Manuscript writing
20	1	Telling stories
21	1	Serving juice to kindergarten
22	1	Arithmetic

TABLE 21

Frequency of Response for What Assignments, Outside the Classroom, Were Given to Teacher Aides by the Principals

(Teacher Aide Evaluation Questionnaire - Item 10)

N = 201

Rank Order	Frequency	
1	109	Cafeteria and yard duty
2	33	None
3	32	Activities relating to school functions
4	23	Head Start and/or kindergarten registration
5	18	Office assignments
6	16	Monitoring a class during emergencies, meetings, conferences, etc.
7	11	Monitoring children during special activities such as art, music, sewing, television viewing, etc.
8	11	Picking-up teacher aide checks on payday
9	10	No answer
10	8	Assisting teachers on field trips
11	7	Assisting with the supervision of children at recess and lunch
12	7	Assisting doctors and nurses with health services
13	6	Participating in meetings after school
14	6	Taking sick children home
15	5	Miscellaneous emergency school duties
16	4	Library assignments
17	4	Distributing instructional materials
18	4	Unable to tally
19	1	Assisting with audio-visual presentations
20	1	Telephoning homes of children
21	1	Taking care of minor emergencies

TABLE 22

Frequency of Response to Why Aides Plan to Continue Working
As a Teacher Aide, If the Program is Continued

(Teacher Aide Evaluation Questionnaire - Item 12)

N = 201

Rank Order	Frequency	
1	108	Love children, enjoy working with them
2	56	Experiences in program are interesting, challenging, and rewarding
3	44	Like to help children grow - mentally, socially, emotionally
4	38	Enjoy being a teacher aide
5	31	Children and teachers need help
6	13	No reason given
7	12	Convenient work hours; does not interfere with home responsibilities
8	11	Hope to become a teacher
9	9	Need a job for financial reasons
10	5	Helps me to be a better parent
11	3	Familiar with job; would not like to change
12	1	Feel dedicated to work as aide with children

Frequency of Response to Why Aides Do Not Plan to Continue Working
As a Teacher Aide, If the Program is Continued

Rank Order	Frequency	
1	8	Plan to be teaching
2	1	No reason
3	1	Moving out-of-town
4	2	Unable to tally

TABLE 23

PROJECT TEACHER AIDE

Parent Evaluation Questionnaire

School: _____ Grade Child Is Attending: _____

Name of Teacher: _____ Date: _____

Signature of Parent: _____

To the Parents: We would like to know whether you feel that your child has profited from Project Teacher Aide. We are particularly interested in knowing what things you liked and what things you did not like.

1. Has the reaction of your child to the teacher aide been good?	Yes	1100
	No	2
	*	2
2. Did your child enjoy experiences with the teacher aide?	Yes	1100
	No	1
	*	3
3. Do you feel that your child benefited from the increased experiences offered by the teacher aide?	Yes	1087
	No	6
	*	11
4. Do you feel that the additional attention given by the teacher and the teacher aide helped your child to have a better foundation for reading?	Yes	1076
	No	10
	*	18
5. Do you feel that you would want your child in a classr om next year where a teacher aide would be assigned?	Yes	1087
	No	7
	*	10
6. Did you have any contacts with the teacher aide either by telephone, home visits, or conferences?	Yes	544
	No	544
	*	16

If your answer is yes, how many? 3210

We would appreciate any comment you would like to add about the teacher aide program.

(See attached sheet)

*No Response

Note to teacher: Return the questionnaire to the Supervisor of Project Teacher Aide, Room 201, 546 Carondelet Street, by May 15th.

Project Teacher Aide
Department of Elementary Education

Division of Instruction
New Orleans Public Schools
May, 1970

Comments from Parents of Children Receiving Teacher Aide Service

"My child enjoyed the special attention that was given by the aide. I appreciated the extra help the aide offered in helping my child progress in reading."

- - - - - - - - - -

"The teacher aide program is an asset to the school system. It enables the teacher to give closer guidance and individual attention to each child."

- - - - - - - - - -

"The teacher aide program provides time for individual attention to children. This is extremely important in the learning process. My daughter speaks affectionately of the aide in her room."

- - - - - - - - - -

"The program was beneficial to my child and to other children because they were able to receive more individual help."

- - - - - - - - - -

"I personally feel the program is a necessity in helping my child receive a good education."

- - - - - - - - - -

"I think that my child benefited greatly by being a part of this program. It created interest and imagination that will continue to be a part of her learning process."

- - - - - - - - - -

"The teacher aide program gives each child an increased amount of instruction, attention, and supervision, which must certainly increase his readiness for the next grade."

- - - - - - - - - -

"Because of my child's fortunate contact with a male teacher aide, his preparation socially, emotionally, and academically has matured considerably. He now seems ready for the first grade program."

- - - - - - - - - -

NEW ORLEANS PUBLIC SCHOOLS

EVALUATION FORM FOR TEACHER AIDES

E - Excellent
S - Satisfactory
U - Unsatisfactory

Composite Rating

Name

School Grade

the following markings for each box:
No mark indicates satisfactory or better performance.
A check (✓) indicates improvement needed.
A cross (x) indicates unsatisfactory performance.

ONAL CHARACTERISTICS	
Dresses appropriately; is well groomed.	
Works cooperatively with school personnel.	
Speaks clearly in well modulated voice, using good English.	

LS AND TECHNIQUES	
Assists an individual child, or group of children, as directed by the teacher.	
Prepares instructional materials.	
Helps with routine and house-keeping chores.	
Performs clerical duties.	
Supervises children during recess and lunch periods.	

RESPONSIBILITIES	
Is regular in attendance.	
Is punctual in arriving at duty assignment.	
Accepts responsibilities as assigned by the teacher and principal.	
Uses common sense and sound judgement.	
Shows evidence of initiative.	

REFER TO INSTRUCTIONS FOR COMPLETING FORM.

OTHER INFORMATION

Self improvement - attends night school, university classes, etc. Specify._____

Work improvement - quality of performance is progressing from year to year._____

Outstanding traits, talents, abilities not cited elsewhere.

Teacher's comments _____

Principal's comments _____

We would____, would not____ recommend this person for employment in similar future programs.

Principal's signature_____

Teacher's signature_____

Teacher Aide's signature_____

Date_____

Distribution: Personnel Office - Federal Projects
Teacher Aide Office
School File
Employee

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